

The A.T.A. Magazine

Official Organ of the Alberta Teachers' Alliance

MAGISTRI NEQUE SERVI



Vol. I

Edmonton, Alberta, February, 1921

No. 8

And With Reason:—"Teaching is a calling," declares the Alberta Teachers' Magazine. Lately it has been a calling for more money.—McLean's Magazine.

The *services of teachers* ought not to be regarded as a *commodity* to be bought at the lowest possible price. To follow such a policy can end only in the *ruin of the profession*, for it results in leaving the work of teaching to those who are too *unambitious* or too *incompetent* to enter callings with higher financial rewards.—The American Teacher: Statement of Principles of Missouri University Teachers' Union.

It is a pity that commonly more care is had, and that among very wise men, to find out rather a *cunning man* for their *horse* than a *cunning man* to *teach* their *children*. They say nay a word, but they *do so in deed*. For in the one they will gladly give a stipend of 200 crowns by the year and are loath to offer the other 200 shillings.—Roger Ascham's Schlemaster (1570).

The *Teachers' Alliance* in Alberta is the *Teachers' Organization* of Alberta. Anything which *injures the Alliance* injures the *profession* and the cause of Education in this Province.—Calgary Albertan.

The *first thing* for the *Department of Education* to do is to *recognize* the Alberta Teachers' Alliance in an *official manner* as the *representative* body of the teachers of Alberta, *fully qualified* and empowered to *act* on behalf of the teaching profession.—Alberta Labor News.

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The A. T. A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance.
Published on the First of Each Month.

EXECUTIVE—1920-21:

President, H. C. Newland, Edmonton.
Immediate Past President, T. E. A. Stanley, Calgary.
Vice-President, Chas. E. Peasley, Medicine Hat.
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EDITOR: H. C. Newland, Edmonton.
NEWS EDITOR: J. T. Cuyler, Medicine Hat.
EDUCATIONAL EDITOR: T. E. A. Stanley, Calgary.
BUSINESS MANAGER: John W. Barnett, Edmonton.

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Vol. 1 Edmonton, Alberta, February, 1921 No. 8

NEW WESTMINSTER, B.C.
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JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
10701 University Avenue, Edmonton.

TEACHERS IN DIFFICULTIES

Members are urgently requested not to prejudice their case by acting, without having previously received advice. Several cases have recently been brought to our notice, where teachers have been stampeded into action—have even resigned—and thereby rendered it impossible for the Alliance to be of assistance.

1. If you are a member of a Local Alliance, refer your case to the Local Executive, and if they so recommend, the matter may be referred to Headquarters. A report should be forwarded by the Local Executive. Many cases may be more expeditiously and successfully dealt with by the Local Alliance than by the Provincial Alliance. Local organizations should function wherever possible.

2. If a member at large, a letter, lettergram or long distance 'phone call will be promptly attended to, and the necessary advice tendered.

Re The A.T.A. Magazine

The Executive particularly desire that our members should take it upon themselves to see that the advertisers in "The A.T.A. Magazine" have some recogni-

tion from our members. It is, of course, a business proposition with our advertisers, and much can be done by our members to ensure a steady income for the Magazine by making our advertisers feel that it is worth their while to take space with us. Remember them when your School Board is planning to make purchases for supplies or furniture.

Re Resolutions and Nominations For Annual General Meeting

The recent issues of "The A.T.A. Magazine" have dealt with this matter. The entire work of the year should not be left until the last month of the Alliance year. Let us avoid rush at the last moment. Resolutions and Nominations should be arriving at Headquarters from now on.

Re Membership Fees, Etc.

Locals should make one last effort to bring up their membership to the highest possible limit. Remember the slogan of the last Annual General Meeting: "100 per cent. of qualified teachers in Alberta, members of the A.T.A.". This can only be brought about by enthusiastic and tenacious work in each of the districts, large and small throughout the Province.

Re Annual Reports

The Executive earnestly requests that before the Annual General Meeting, the different Locals forward to Headquarters reports dealing with the work accomplished during the year—total membership, (increase or decrease), amount of fees received, amount of local fees, success in negotiations with Boards, etc.

Re Contracts

Members should very clearly understand that the fight over the Contract is a fight for the protection of the teacher in the village and rural school, where numbers cannot be brought into play to ensure mutual protection. *We wish our members to know that the full Board of Directors of the U. F. A. has endorsed our Clause (5).*

THE A. G. M.

The annual convention of the A. E. A. will be held in the McDougall Methodist church, Edmonton, beginning Tuesday, March 29th. It has heretofore been the practice to hold the sessions of the A. T. A. concurrently, but a change is contemplated this year. Last year at Calgary the sessions of the A. T. A. were held after the afternoon sessions of the A. E. A. and in the evening, so that the delegates were too fagged to give their best attention and thought to Alliance business; besides, a multiplicity of adjourned sessions made it difficult for all the delegates to be present all the time. But this is just what is wanted. Delegates who accept the responsibility and the benefit of the pool rate must expect to devote themselves entirely to A. T. A. business. The A. G. M. is the biggest event of the Alliance year; it furnishes the cement which binds together the organization, and is the occasion when Alliance officials must give an account of their stewardship.

Bearing this in mind the Executive are considering the advisability of holding the A. G. M. at Edmonton on Easter Monday, March 28, at 1 o'clock sharp. A banquet can be held at 7 o'clock, after which an evening session would finish the greater part of the important business. Let our Secretary know what you think of this proposal.

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Kindergarten Scissors, No. 91, 4 inches long. Doz.....	\$3.00
No. 2 Basketry Reeds. Per pound	\$1.60
No. 3 Basketry Reeds. Per pound	\$1.50
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Set C, per 100	\$1.35
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It becomes clearer every year that the Alliance will either have to make arrangements with the Department to take over the conventions, or else have two Annual General Meetings a year, one during the Xmas holidays, and one either during Easter week or at the end of June. But in any event, we need a good, full meeting this year.

J. W. BARNETT,
General Secretary-Treasurer,
10701 University Avenue,
Edmonton.

NOMINATIONS FOR THE PROVINCIAL EXECUTIVE

The Edmonton High School Teachers' Local Alliance nominated for re-election to the Provincial Executive: Mr. H. C. Newland, President; Mr. Charles Peasley, Vice-President; Miss Kate Chegwin, Edmonton Representative. These nominations were the result of a unanimous decision that it is most desirable that the entire Executive Committee of 1920-21 be urged to act for another year.

Resolutions For the A. G. M. From the Edmonton High School Teachers' Local

(1) Resolved that Salary Circles should be formed in the Province of Alberta, the members of which shall bind themselves not to accept a position which a conferee has left owing to the school boards' refusing to pay per Alliance schedule.

(2) Resolved that the Minister of Education be petitioned to draw up a pension scheme for teachers.

(3) Resolved that the A. T. A. communicate with the Minister of Education expressing regret that he should find it necessary in the interest of education to demote to difficult rural inspectorates Messrs. Fife and Boyce, who have for years undergone the hardships of pioneer work in this Province, and who are held in high esteem by the teachers of Alberta.

(4) Resolved that the Provincial Executive through the medium of the Canadian Federation of Teachers bring pressure to bear on the Federal Government to have a Minister of Education appointed to the Dominion Cabinet, with a view to forming a national educational policy:

And be it further resolved that the Canadian Teachers' Federation be asked to communicate this resolution to the National Educational Council.

1. That the Act providing for the consolidation of districts for the Public Schools be amended to permit the consolidation of districts for High Schools (suited to High School needs).—Cardston.

2. Whereas teachers are generally paid in Alberta according to the size of the school district in which they teach and its ability to pay; and not according to the work done by them or their academic or other qualifications, be it resolved—That for the purpose of paying teachers' salaries a "blanket" tax be placed upon all assessable property in the Province of Alberta: which tax to be collected by the Department of Education and returned to the Districts in the form of grants based upon the school population, work done, and the standing of the teachers. Provided, however, that no teacher is paid less than the standard minimum.—Cardston.

THE SUBSTITUTE CLAUSE WINS

The following letter, received from the Secretary-Treasurer of the Kolomea S.D., states that the school grant has been paid to the District. The teacher's contract contained Mr. Van Allen's substitute clause 5:

February 8, 1921,

To the Teacher:

Dear Sir;—

I received your letter of January 30th, and I thank you very much for it. As to the card that you sent asking if we had received the school grant for last term: yes, I received the cheque for a sum of \$93.00. I observed that the cheque was in your name, so I sent it back to the Department to have your name changed to that of the District, and I have not received it yet.

Yours truly,

PETER MANYLUK,
Secretary-Treasurer.

THE SUBSTITUTE CLAUSE IN OPERATION

At the beginning of the current term a teacher left the service of the Beverly School Board under circumstances which prevented the teacher from having her side of the case properly investigated. The contract, which was of the old form, had determined, and all the Alliance could do was to ask for a meeting with the Board, teacher, and ratepayers. The Board acquiesced, and after a free and full investigation, the teacher was reinstated by a unanimous resolution of the Board, and given \$150.00 increase in salary. Trouble was avoided, not created; the best feeling prevailed; and a relation of mutual confidence and respect was established between the Alliance and the Board. Who can deny that this is just the one thing needful if the profession is to be stabilized? In this regard, we quote the following letter from a Beverly ratepayer:

Editor A. T. A., Edmonton,

Dear Sir;—

During the past few weeks considerable space has been given in various newspapers throughout the Province to the doings of the A. T. A. To an impartial observer it would appear that many of the so-called comments are in reality bitter attacks against the Alliance. Let us give credit where credit is due. It is my intention to place before the readers the real stand that the Alliance is taking by referring to an actual case involving dealings with a school board.

Our little town of Beverly adjoins Edmonton on the east, and is composed of a thousand or more inhabitants. Up till Xmas 1920 five teachers were employed for some 220 school children. During the Xmas holidays one of these teachers was taken sick with the mumps, and was kept at home during the next three weeks. Shortly after the beginning of 1921 a blank agreement form was sent to this teacher by the board, which she was asked to sign and return. A couple of days later a letter was sent her by the board advising her, that as she had not returned the agreement form signed she had forfeited her right to re-engagement, but that if she cared to re-apply her application would receive the same consideration as any other application. At the same time an advertisement appeared in an Edmonton paper calling for applications.

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This teacher had been teaching our town for four and a half years, and, quite naturally, she was indignant because of her treatment by the board. She appealed to the professional organization of which she is a member, and the matter was promptly taken up by the A. T. A. Some correspondence took place which resulted in a special meeting of the board on January 28th to consider the whole matter.

Permission was granted by the board for a representative of the Alliance, Mr. Barnett, to be present; at the same time ratepayers of the town were allowed to be present. The school board, however, seemed to resent the idea that any of their acts should be questioned, and the presence of the Alliance representative did not tend to improve matters. Clearly then, the representative of the Alliance was up against a hard proposition.

But Mr. Barnett was quite equal to the occasion. He briefly outlined the aims of the Alliance, emphasizing that above all things the Alliance stood for education; and also that it was quite impartial in any investigation, only desiring that "British fair play" be in evidence in all dealings between a school board and any teacher.

A full investigation followed during which it came out that clearly an injustice had been done to the teacher in question. A resolution was then passed re-engaging the teacher at an advance of \$150.00 over her previous salary. It was quite apparent to all that such a reparation would never have been made but for the attitude of the Alliance. Instead of creating more trouble the Alliance stepped into the breach, and smoothed matters out to the satisfaction of all. None was better satisfied than the members of the school board.

It is the opinion of all the ratepayers present at this meeting that the Alliance is deserving of much praise for the attitude that was taken in this case.

Yours truly,

"A Ratepayer of the Town of Beverly."

EDMONTON

* At a meeting of the Edmonton High School Teachers' Local Alliance held on the evening of January 8, 1921, the President and Secretary were instructed by a unanimous vote of the body of teachers to send to the Minister of Education a letter of protest dealing with the statements he made before the conference of Inspectors and Normal School teachers relative to the policies and officials of the A. T. A.

This letter appeared in the Edmonton papers on January 12. It began with a prefatory observation that—

"the body of teachers are not uninformed concerning our Provincial Officers and yourself. You little understand either the mentality or the temper of the teachers of this Province if you suppose that they leave entirely with the Provincial Executive the formulation and execution of policies for our organization. The teachers indignantly reject your coddling phrases as to your great respect for themselves when at the same time you heap slander and abuse on the heads of their selected representatives. Sir, you cannot insult the officers of the Provincial Alliance, as you have done on one or two memorable occasions, without at the same time betraying your real inner estimate of the body of teachers themselves."

The letter proceeds to review the negotiations re-

garding the form of contract, discusses the \$1,200 minimum, and concludes:

"We feel, sir, that you have sadly misrepresented the teachers of Alberta and especially the officers of their organization to the electorate of this province, and that we owe it to our profession to make clear presentation of the facts of the case."

Yours faithfully,

Edmonton High School Teachers' Alliance.

MARY CRAWFORD, Pres.

H. E. BALFOUR, Sec.-Treas."

EDITORIAL

THE TRUSTEES' CONVENTION

The Trustees' Convention held in Knox Church, Calgary, on the 2nd and 3rd inst. was attended by about 1,500 delegates. Some excellent addresses were delivered, notably those by Alex. Ross, M.L.A., William Iverach, of the Manitoba Trustees' Association, H. A. Malcolm of Innisfail, and A. B. Hogg of Lethbridge. Hon. George P. Smith delivered an eloquent address at the evening session of the first day, outlining his educational policy. President Newland of the A. T. A. laid before the Convention very fully and clearly the "Objects and Aims of the A. T. A." He was given a fair and attentive hearing, and at the conclusion of his address was questioned closely regarding Alliance policies. He emphasized the inherent soundness of the organization, and of the principles for which it stands; he made a strong plea for co-operation with the trustees and with all other organizations; and in conclusion he appealed for recognition of the Alliance on a basis of mutual good faith and purer democracy.

Many resolutions were placed before the Resolutions Committee, but only a few of these came before the Convention.

* There was a resolution passed asking the Department *not* to cease granting permits; another asking the Department to put a stop to "blacklisting"; while several other resolutions favorable to the Alliance were turned down flat. The Minister of Education promised to abide by the wishes of the Convention in regard to the form of teachers' agreement, and yet he spoke of the desirability of a "reciprocal" agreement. As was to be expected the Alliance substitute clause 5 was voted down, Trustees Barnes and Scott of Edmonton bringing it in as an amendment to the Minister's form.

The discussion, on the whole, disclosed the fact that the sense of the Convention was hostile to the Alliance, although many staunch friends were present. In fact, the Convention was dominated by the Minister, who sat at the chairman's right hand during the second day. Chairman Baker brought up the old "canard" about overriding constituted authority in spite of the fact that the Full Board of the U. F. A. had endorsed the substitute clause, and also of the fact that the Ordinance permits amendments to the Minister's form. The truth of the matter is that the attempt to rule out the clause as unconstitutional is an attempt to set aside and dispense with the law,—precisely the one thing which the British Constitution will permit no Minister to do.

The proposed board of conciliation offered by the Minister at the conclusion of the discussion on the agreement form has some possibilities, but everything

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USE OF ISAAC PITMAN SHORTHAND ON THE INCREASE

In the private commercial schools of the United States teaching only one system of shorthand, the Isaac Pitman Method is by far ahead of all others, the Graham-Pitman being second, the Byrne, Munsen, Boyd and Gregg following in order.

Official figures showing the systems taught in such schools will be found on page thirty-five of the Biennial Survey of Education for 1917-1918 issued from the United States Printing Office at Washington, D. C., during the month of October, 1920. "It will be seen," says the compiler of the above pamphlet, "that the Isaac Pitman system ranks highest in this score, with an average of 281 students of shorthand used in one-system schools.

The Graham-Pitman shows an average of 219, the Munson an average of 173 and the Gregg an average of 104."

A carefully prepared table also shows that there has been an increase of 12.9% in the use of the Isaac Pitman System.

The Facts Given in the Pamphlet Are Significant as Showing the Increasing Popularity of the Isaac Pitman System.

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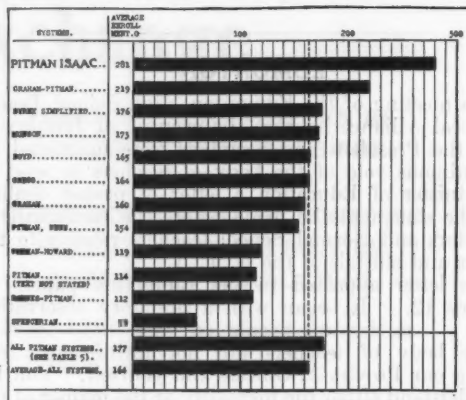


Fig 20.—Average enrollment in the stenographic course in private commercial schools teaching only one system of shorthand—for the 12 systems most frequently given, 1917, 1918.

depends on how the idea is worked out. The Alliance will accept only such a scheme as is free from "jokers," and evinces a clear and unmistakeable intention to recognize officially the teachers' organization.

The question arises: How much nearer are we to the solution of the great problem that confronts us? With the bars of the profession let down, with a favorable contract denied, with a proposal to take away from our professional organization the right to supply information to our readers—the so-called "blacklist"—will not the whole problem be aggravated and intensified? We have repeatedly expressed our firm conviction that co-operation with the Department, the trustees, the U. F. A., the Federation of Labor, and with all other organizations, is necessary at the present juncture. There is no doubt that when the trustees have studied our policy more carefully they will be disposed to look upon the Alliance with more favor. We are more than ever impressed with the fact that, if ever the teachers of the Province are to be emancipated from the conditions which are driving both men and women out of the profession, it must be through the persistent efforts of their own united organization.

The following letters sent by the Department to the trustees of the Province are not without interest:

Edmonton, January 15th, 1921.

Dear Sir:—

Many inquiries are being made as to whether or not school boards have the right to pay, out of the funds of the district, the expenses of delegates to the Trustees' Convention. I may say that this procedure has never been questioned and that school boards have the right to use district funds for that purpose as being in the interests of the ratepayers.

I beg to remain,

Your obedient servant,
J. T. ROSS,
Deputy Minister.

Edmonton, January 15th, 1921.

Dear Sir:—

I wish to draw your attention to the Convention of School Trustees from all over the province, which is being held in the City of Calgary on the 2nd and 3rd days of February.

These are very difficult times for the carrying on of educational work and I want to impress upon your board the fact that the Department of Education at the present time needs the advice and co-operation of the school boards of the province, in order that we may arrive at the best policies in connection with our schools. There are matters with regard to which I think school boards should be specially consulted at the present time. One of these is in connection with the teacher's contract form. As the school boards are one party to the contract their views and wishes should be made known. Another matter I wish to discuss is the question of Government grants to school districts and there might also be much benefit from a change of ideas on questions such as consolidation, two-room schools, teachers' residences, and general matters of taxation for school purposes and forms of school government.

I do not believe that any school board can afford to be without representation at this convention and I urge upon you, as strongly as I am able, the desirability of your board sending at least one delegate to it.

I remain, Faithfully yours,

GEO. P. SMITH,
Minister of Education.

OUR THANKS TO THE ALBERTAN

Many newspapers throughout the Province have thrown aside party bias and interested themselves in the recent controversy because of their interest in the cause of education itself. When so disposed the press may be of inestimable service not only to the profession but to the public.

During the past few weeks some of our newspapers have done more to draw attention to the real needs of education in Alberta than one would have thought possible. We commend the Calgary Albertan to our members as a paper which has diagnosed correctly the condition in which Alberta teachers now find themselves, and which, after laying bare the real issue,—an issue beclouded and ignored by others—has fearlessly championed the cause of the Alliance in insisting that "official recognition" is of supreme importance. This must be so if the cause of education is to be safeguarded: official domination and paternalism must disappear if teaching is to become a real profession. Then the path will be clear for advance—an advance the speed and extent of which will be in direct proportion to the unanimity and force with which the profession can express itself by and through organization. The Albertan hits the right nail right on the head.

—J. W. B.

THE CONTROVERSY

The recent controversy has brought the Alliance into the limelight of publicity: of that there can be no doubt. But with sound policies and a united membership it can stand the glare and the blare. For the information of our members we wish to set forth succinctly a few salient points which may have been lost sight of in the smoke screen:

(1) The A.T.A. Magazine, as the official organ of the A.T.A., has every right to place before the public the point of view of Alberta teachers. No one can seriously question that right; nor will any one who reads the letters and resolutions of endorsement printed in this issue—and many more could be adduced if space permitted—doubt whether the A.T.A. can justly claim to represent the Alberta teachers. Whether or not, then, our expressed views involve criticism of the Department, of school boards, or of members of our profession, we shall fearlessly maintain the right to make them public. We tolerate no censorship: domination is not co-operation.

(2) The President of the A.T.A. recently addressed the U.F.A. convention at Edmonton, and the Trustees' convention at Calgary, and on both occasions refrained from indulging in polemics, expressing rather a desire to "strew the ashes of oblivion" on the affair. Was there any result? Not that one could gather from reading the press reports, and still less if one heard the Minister's speeches. On both occasions Mr. Newland's address preceded that of the Minister, and there was no chance for a reply.

(3) The erroneous report of the meeting of the Edmonton Public School Teachers' Local, which appeared in the Edmonton Bulletin was cor-



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FEBRUARY stands out in the year as a month of sales when apparel is sold at rock bottom prices because of the necessity of clearance. Opportunities for savings were never of greater significance, especially, in many cases where merchandise is limited in wear to the season. The present price levels point to a most optimistic future. Already new Spring Merchandise is here—and—at such welcome price levels! Comprehensive inspection of stocks is recommended during the month of February, especially in those departments devoted to Furniture and All Home Furnishings, which during the month hold their Big Annual Sale.

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rected by a signed statement from the Executive of that Local. This corrected statement duly appeared in the Bulletin, of course, but it did not follow the original report into the Vegreville and Wetaskiwin papers—and goodness knows how many others. This stirring interlude is not unamusing, however. One might note the glowing encomium in the Eye Opener's report, and then observe that the report of this meeting has, in the Wetaskiwin paper, become incorporated into the official text of the Minister's defence before the Inspectors. The Vegreville Observer, of course, quite properly kept the two reports from interfusing!

(4) In regard to that letter of the Minister's to the Edmonton Public School Teachers, which, so the story goes, was garrotted and burked: the fact is that their secretary was instructed to refer the letter to the Provincial Executive, and to advise the Minister accordingly. Their secretary through illness did not carry out his instructions forthwith. But the Provincial Executive could in any event take no action because the letter was a request to discuss provincial matters with a Local, and behind the back of the Provincial Executive. This idea of treating with individual Locals instead of with the Provincial organization is very old. It has upon occasion been successful. But there is such a thing as procedure, and where procedure is *de rigueur* this sort of thing is simply not done, don't you know. Somewhat similar letters came, we believe, to the Medicine Hat Local and to the Edmonton High School Teachers' Local.

(5) The Minister's refusal to insert the word "representative" or "agent" in clause 5 of the agreement form is a refusal to recognize officially the Alliance, and to a great extent prevents school boards from doing so. This one little point, recognition, is the biggest thing in the whole controversy.

(6) In regard to sending out the Model Form of Agreement in 1919: After negotiations were begun with the Minister, no more of these forms were sent out. But the point is immaterial since the Ordinance does not require approval of an unexecuted agreement.

(7) The statement that the Alliance by insisting on their substitute Clause 5 are attempting to override constituted authority is mere claptrap. Section 151 of the Ordinance provides that the Minister's form may be altered or amended. That is the law: then why should there be any attempt to override the law? It is on the law that the Alliance rests its case. A. H. Clarke, K.C., of Calgary, was our solicitor in this behalf.

(8) Re the Castor affair and the letter signed by five teachers, and read by the Minister to the Trustees' convention: Our practice is in all cases of dispute with school boards to write the board asking for information or a statement or explanation, or to instruct our solicitors to do so. Such was our procedure in this instance, but no answer has been forthcoming from the Castor board to two communications. There is no Local at Castor: the five teachers who signed the letter have therefore presumed as individuals to pass judgment on the Provincial Executive, without ever communicating with headquarters. The A. G. M. will no doubt pronounce upon this proceeding.

GOOD OLD GLOBE

We must direct the attention of our readers to the "Talks on Education" which appear weekly in the Toronto Globe. The editor of these "Talks" is a well-known Toronto educationist who offers a tempting menu to all who are even mildly interested in the cause of more and better education. Though, of course, we never throw bouquets, we gratefully acknowledge several kind notices of our issues, and suggest that our readers might well include "The Globe" in their list of friends. We note, also, that the columns of this staunch old paper are open to the teachers and trustees of Ontario of every shade of opinion. This is as it should be, and spells democracy in its best form.

THE SPLIT INFINITIVE IN POLITICS

Having now passed definitely from the pages of literary polemics to the arena of political controversy, the split infinitive has surpassed even the greatest expectations previously entertained for it, and now seems after all to be destined for a brilliant future. A century ago its plebeian lineage was scorned in Grubstreet: in the groves of Academe purists recoiled from it as from a viper. But with the silent efflux of time it has found favor even in the sight of the Olympians; and now, having far outstripped its youthful but coarse and unkempt companion, the split adverb, it will soon take unto itself wings and soar to Parnassus.

The split infinitive in Alberta began its political career more than a year ago; last December it entered the field of Edmonton municipal politics; and now its position in the Provincial field is unchallenged. But we shall leave the details to an interested observer: "One year ago we called attention to the elevation of the split infinitive, which has been a nightmare for all these years to the young and even the more mature writer. In the last speech from the throne, two of the most able-bodied split infinitives that have appeared in print in this country, stalked forth boldly and unashamed. When this hooligan can associate in such company, we must assume that he has been taken into the fold of proper expression.

Here is another instance. In a letter on one phase of the many-headed controversy in which the Minister of Education is engaged with the Teachers' Alliance, the officials in the Department of Education take a hand: 'We welcome, this opportunity to publicly declare,' concludes this interesting letter. It is signed by John T. Ross, Deputy Minister of Education; G. Fred McNally, Supervisor of Schools; George K. Haverstock, Registrar; G. W. Gorman, Chief Inspector of Schools.

That should settle it. The bar sinister must be removed from the escutcheon of the split infinitive. This uncertain member of the family has been received into full standing. Vive the split infinitive!"



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MUST STAND BEHIND THEIR LEADERS

In concentrating their attack upon the leaders of the Alberta Teachers' Alliance, the enemies of the Teachers' provincial organization are pursuing tactics that have many times been adopted by those who would destroy organizations of the workers. From the very beginning the enemies of organized labor realized that if they could throw the leaders of the workers' organizations in jail, they would have accomplished a great deal in the direction of disorganization of the movement. Then later, as public opinion was too strongly aligned against the arbitrary refusal to the workers of the right to organize, the enemies of the movement found that they could best strike at the workers' solidarity by discrediting the men who were chosen as leaders or spokesmen of the organized workpeople. And today the enemies of the workers' organizations, whether they work from without or within, attempt to undermine the confidence of the membership in their leaders.

With the help of the Eye Opener, Mr. Smith is not overlooking any opportunity to take a fling at the officials, but this paper warns the teachers to be on their feet themselves against their officers. The Alberta Labor News holds no brief for the Alliance officials, but this paper warns the teachers to be on their guard against those who attack their chosen leaders. The Minister in one breath tells the teacher how much he respects their good judgment and intelligence, and in the next infers that they are being led around by the nose by a few radical leaders. Such statements do not hang together. The Calgary Eye Opener which came to Mr. Smith's assistance with a tirade against Messrs Newland, Barnett and Stanley, refers to the teachers as "credulous dupes." The Labor News believes that the teachers of the province have every reason to continue their confidence in their officers and we feel confident that they are not going to be stampeded by the present attack on the Alliance.—Alberta Labor News.

THE SELF-TRUMPETER'S FALLACY

Mr. Bentham explains the self-trumpeter's fallacy as follows:

"There are certain men in office who, in discharge of their functions, arrogate to themselves a degree of probity, which is to exclude all imputations and all inquiry. Their assertions are to be deemed equivalent to proof, their virtues are guarantees for the faithful discharge of their duties, and the most implicit confidence is to be reposed in them on all occasions. If you expose any abuse, propose any reform, call for securities, inquiry, or measures to promote publicity, they set up a cry of surprise, amounting almost to indignation, as if their integrity were questioned or their

honor wounded. With all this, they dexterously mix up intimations that the most exalted patriotism, honor, and perhaps religion, are the only sources of all their actions."—Sydney Smith: Fallacies of Anti-Reformers.

* * *

The foregoing is contributed by a school trustee who attended the Calgary convention, and who from his safe retreat in the country exclaims with Lucretius:

*Suave mari magno, turbantibus aequora ventis,
E terra magnum alterius spectare laborem.*

MEDICINE HAT WILL BE HEARD

Statement of the Teachers

We, the members of the Medicine Hat Local of the Alberta Teachers' Alliance, wish to state that we have always reposed the greatest confidence in the integrity of our Provincial officials, and although the Minister of Education has spoken, that confidence remains unshaken.

(Signed)

ALBERTA TEACHERS'
ALLIANCE,

Medicine Hat Local.

This advertisement is clipped from the Medicine Hat News, and illustrates the attitude of some of our press toward teachers' organizations. Why a newspaper which professes to serve the public interest should refuse teachers the right to reply to an attack made upon them through the medium of its columns, seems difficult to understand in these days of freedom and toleration. There are several newspapers in the Province which do not see eye to eye with the Alliance but which, nevertheless, have given the Alliance an opportunity to ventilate the case for the teachers. And after all, haven't teachers as well as any other individual or group the right to criticize or oppose what they believe to be wrong? Surely we are not harking back to the days of Stuart despotism, when to criticize publicly the public acts of a Minister was lese-majesty!



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ASSISTANTS—First Class Certificates and University Degrees—\$1800 to\$2400 in 6 years.
ASSISTANTS—First Class Certificates only—\$1700 to\$2300 in 6 years.

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PRINCIPALS—16 to 20 Rooms Inclusive—First Class Certificates and University Degrees—\$2250 to \$3050 in 6 yrs.
First Class Certificates only—\$2050 to\$2850 in 6 years.
PRINCIPALS—12 to 15 Rooms Inclusive—First Class Certificates and University Degrees—\$2200 to \$3000 in 6 yrs.
PRINCIPALS—12 to 15 Rooms—First Class Certificates only—\$2000 to\$2800 in 6 years.
PRINCIPALS—8 to 11 Rooms Inclusive—First Class Certificates and University Degrees—\$2150 to \$2950 in 6 yrs.
First Class Certificates only—\$1950 to\$2750 in 6 years.
MALE ASSISTANTS—Schools of 12 Rooms and Over—First Class Certificates and University Degrees—\$1800 to\$2550 in 6 years.
First Class Certificates only—\$1650 to\$2150 in 6 years.
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FEMALE VICE PRINCIPALS—\$250.00 per annum in addition to grade teachers' salary.
PRINCIPALS OF TEMPORARY SCHOOLS—Salary of a grade teacher plus \$75.00 per annum for each room over which they have supervision, their own room to be counted as one room; provided, however, that in the event of a teacher being Principal of a one-room school only, such one room shall count as two rooms when computing salary.
GRADE TEACHERS—First Class Certificates and University Degrees—\$1200 to\$1700 in 6 years.
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KINDERGARTEN TEACHERS—Paid on same basis as Grade teachers.
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HEAD INSTRUCTORS IN WOOD SHOP, MACHINE SHOP AND SCIENCE DEPTS.—\$2150 to \$3050 in 6 years.
HOUSEHOLD ARTS AND ACADEMIC INSTRUCTORS—\$2000 to\$2900 in 6 years.

GET TOGETHER

The controversy between the Teachers' Alliance and the Department of Education may be less serious than it sounds. How much difference is there between the two? Is there enough to justify the impression the province is being given that they are at loggerheads, that the breach has widened until now they are openly fighting each other? The situation does not appear to The Herald to be one that calls for the extreme language that has been used on both sides.

When the Minister of Education says that he must consider the interests of the ratepayers, boards and children, he outlines his duty as any citizen would define it. The teachers will not quarrel with him there, although they may feel that he could go further and include also the interests of the teachers, and with that contention most citizens will agree. The Minister does not question the teachers' right to organize. He says that teachers should be well paid. Two points of disagreement remain—one, the clause in the teachers proposed form of contract, which relates to dismissal and appeal; the other, the process of virtually blacklisting boards regarded by the teachers as unfair.

The teachers defend their organization on the ground that it promotes the solution of problems of general interest, it assists in securing the gradual improvement of the lot of the teachers, and benefits the cause of education in the province. These objects are all commendable. The teachers do not agree with the Minister regarding the dismissal and re-hearing clause in their contract. They claim that the clause in the Department's contract does not give them adequate protection. They claim, also, in the matter of the so-called blacklist, that they do no more than protect their associates from dealing with school boards, which, in their opinion, treat teachers unfairly.

On the showing therefore of the statements of the Minister of Education and the president of the Alliance, the dispute is reduced to two issues, neither of which appear to the onlooker to be so intricate that it cannot be solved by reasonable men.

Public debate is not the best method of reaching a solution. An amicable arrangement can more likely be reached if Mr. Smith and Mr. Newland confer privately on the matter, both bearing in mind that the arousing of further public agitation is undesirable and certainly not in the interests of educational progress, which appears to the onlooker to be so intricate that it Herald, February 4th.

UNPROFESSIONAL CONDUCT

In spite of the fact that at every convention held in the province where officials of the Alberta Teachers' Alliance have spoken the aims and methods of the Alliance have been clearly outlined, there is considerable misunderstanding on this point among the rural trustees. This was apparent at the convention this week, when several delegates, who were critical of the teachers' organization, complained that some of the teachers in the rural districts left the trustees and the pupils in the lurch by leaving on short notice at inconvenient times.

That such unprofessional conduct has occurred is undoubtedly true. In fact, the Alliance has been endeavoring to check it. It is not always easy to handle the problem. Most of the trouble of this sort is given by young and immature and inadequately trained

teachers. We have made much progress in this matter, but are still unsatisfied, and will not be content until the standard of professional honor has been raised to such a level that conduct of this nature by a teacher will be unthinkable.

This is one of the problems in the solution of which we are particularly anxious to have the full co-operation of the trustees. Some trustees talk as though we are an organization formed for the specific purpose of inducing teachers to break their contracts, whereas a brief reference to our files would be sufficient to convince them that we have been the means in a great many instances of doing good service at once to the cause of education and to the board of trustees, and incidentally raising the standards of the profession by discountenancing breaches of contract, in letter or spirit.

WHAT IS RECOGNITION?

There is some confusion about the meaning of "recognition" when referred to relations between employer and a labor union. This confusion was very apparent in the meeting of the Trustees' Association, when the Minister of Education repeatedly said that he did "recognize" the Teachers' Alliance. The sequel showed that he meant no such thing.

An employer does not "recognize" a trade union when the boss of the concern bows familiarly with the leaders of the trades union. That is apparently the construction that the Minister of Education places upon the term, for he said that he frequently conferred with the officers of the Teachers' Alliance.

The right of "recognition" is involved in clause five of the model agreement. It is the right of the Alliance to act on behalf of the members of the organization. It is the recognition of a representative to speak for a member. That is the entire issue. The Alliance asks that the teacher have the right to be represented before a meeting of the school board by whomever she pleases, who in practice will be a member of the Alliance. The Minister of Education denies the teacher that right or the Alliance that right. The Minister of Education refuses "recognition" of the Alliance.

The Minister is accordingly adopting the same attitude that hundreds of the despotic employers have adopted, and is the one obstacle preventing the progress of the Alliance. He not only refuses to recognize the Alliance, but he does not permit the trustees to recognize the Alliance.—Calgary Albertan.

A COSTLY CONVENTION

Forty thousand dollars is a high price for three speeches by the Minister of Education. This is approximately the cost to the school districts of Alberta, of the school trustees' convention, revived this week, in order to provide the Minister with a hand-picked rural audience for his eloquent vituperation against the Teachers' Alliance. The net result of this convention was the perfunctory endorsement by the trustees of a clause in the model contract over which the Teachers' Alliance and the Department have been wrangling tediously for months, and which is no nearer solution after this convention than it was before; the adoption of a half dozen routine resolutions, and the public declaration of what everyone already knew, viz.: that the

trustees as a body are not concerned with the protection of teachers' rights or the elevation of the teachers' status. Apart from the unimportant business, the eloquent addresses of the Minister of Education are the total result of the expenditure. It is an extravagant indulgence of our taste for oratory.

The Minister's remarkable voluntary concession of a proposal for a board of conciliation to settle disputes between teachers and trustees, coming as it did, after the convention had just endorsed the Minister's antagonistic policy toward the Alliance with loud cheers, had the effect of a ludicrous anti-climax. Had the Minister been serious about this, he would, of course have offered such a compromise to the Alliance several months ago and so have obviated all the hoarse wrangling at public meetings for the past three months.

The costly convention is now over, the gesture made, but the situation remains exactly as it was. No solution of the problems facing the teachers, has been found, no compromise suggested and nothing done to improve matters. The Alliance is in exactly the same position and strength as it was before. What will the Minister do now?—Calgary Albertan.

ROYAL COLONIAL INSTITUTE ESSAY COMPETITION

(For Schools Throughout the Empire.)

The Council of the Royal Colonial Institute, with a view of encouraging the progress of imperial studies in the schools of the Empire, have decided to award in 1921 medals and prizes of books for the best essays sent in by boys or girls who are pupils at schools in the British Empire. The essays will be adjudicated upon in three classes: Essays submitted by candidates (a) of sixteen years of age or over on July 31, 1921; (b) above the age of fourteen and under sixteen; (c) under the age of fourteen. The competitions are open to pupils of any school in the British Empire, and to the children of British subjects who are pupils at schools outside the British Empire. The length of the essays must not exceed 3,000 words in (a), or 2,000 words in (b), or 1,000 words in (c). The prizes will be awarded by the Council after consideration of the report of the appointed examiners. Essays must reach the Institute not later than July 31, 1921. The prizes and medals to be awarded will be: (a) First Prize, the Silver Medal of the Royal Colonial Institute, together with suitably inscribed books to the value of two guineas. (b) First Prize, the Bronze Medal of the Royal Colonial Institute, with suitably inscribed books to the value of two guineas; Second Prize, suitably inscribed books to the value of one and a half guineas; (c) First Prize, the Bronze Medal of the Royal Colonial Institute, with suitably inscribed books to the value of one and a half guineas; Second Prize, suitably inscribed books to the value of one guinea. The subjects prescribed are: (a) "Discuss the Effects of the Great War (1914-18) on the British Empire"; (b) "Compare the Lives of Drake and Raleigh and the Results of their Work as Empire Builders"; (c) "Which Part of the British Empire would you prefer to live in and why?" Full particulars can be obtained from the Secretary at the Institute, Northumberland Ave., W.C.2., London, England.

GIVE THE CHILD A CHANCE

Every child, Mrs. McClung thought, was entitled to a happy childhood. This was the one thing which every parent should be most concerned about. Every child was also entitled to a chance in life and this meant the opportunity of education, the development of such talent as the child might possess. The speaker deplored the fact that there was an appalling dearth of school teachers all over the country due to the small remuneration offered for this valuable service. The speaker cited an instance during a recent visit made to a northern coal mine where, in looking over the registers of the employees, she found there was a Rhodes scholar, several school teachers and accountants shoveling coal, because they could earn more money and provide better for their families than they could when employed at their profession. In this same northern district there were only 127 children attending school and 407 for whom there was no provision.

"If we allow this condition to continue," said Mrs. McClung, "we are guilty of a silent contempt for education. It is no use blaming the government, even though that is one of our pleasant indoor sports, which I claim the right to enjoy myself and would not deny anyone. The government has its hands full and is doing all that it possibly can, yet, the fact still remains, that if we allow our children to grow up in ignorance, we are debasing our country, for 'every soul denied the right to grow beneath the flag, becomes its silent foe.'"—From press report of an address delivered in Central Methodist Church, Calgary, by Mrs. Nellie McClung, the subject being, "The Heart of Youth."

NOTES AND COMMENT

There was an economic undertone throughout all the sessions of the recent Trustees' Convention. The Trustees express themselves on the one hand as being willing enough to pay even more than the Alliance schedule if only the Department will provide them with really efficient teachers: indeed, they seem much relieved to learn that the Alliance does not recognize any but properly trained and certificated teachers. Then, on the other hand, they pass a resolution asking the Department to keep on granting permits. This is somewhat too diaphanous, we fancy. It is time to employ unqualified teachers when adequate salaries are offered to those with the proper qualifications. According to a recent bulletin of the Ontario Secondary School Teachers' Federation, this same anomaly is no stranger to Ontario, even in the High Schools.

* * *

The Minister of Education gave figures to show the need for equalization of assessment. In one district the taxable property is only \$1,000; in others it ranges from \$9,000 to \$77,000; whereas in a strong district it may run as high as \$350,000. "Some people", he said, "can settle in five minutes what teachers' salaries ought to be, but these figures show some of the difficulties."

But surely these figures have nothing at all to do with what teachers' salaries ought to be: they certainly do not affect the price of lumber, or coal, or barbed wire. Improvident methods of organization may possibly account for the existence of some of these districts. But

if they are really starving for educational facilities, then it is a clear case of charity, and the government as chief almoner should come to the rescue, and that right speedily. Some of that \$40,000 would help.

* * *

Edmonton and Calgary each spent approximately \$1,000,000 in theatre-going during 1920. To this add the figures for tobacco, "prescriptions," and outdoor sports, to say not a word about luxuries, and then tell us, honestly, why a school budget of a million and a half causes such a barbaric yaup?

* * *

The academic degree of Ph. D. will hereafter be conferred by British universities. The degree is offered by Oxford, Birmingham, Bristol, Durham, Leeds, Liverpool, London, Manchester, Sheffield, North Wales, Edinburgh, Glasgow, and T. C. D. What's wrong with Cambridge?

* * *

An Ontario High School principal, when recently offered \$700 increase to "sell out" his staff, remarked: "I would rather live on bread and water than be untrue to my staff." That's the spirit, and it won.

* * *

An exchange in an editorial "on a certain arrogance" remarks: "Teachers are the wards of the state. But if they do not behave like true wards, their economic heads will be cut off, and others who have been taught their places will come in. The voices of power cry out to terrify all those who have just begun to speak their protests. They are arrogant, of course, but they are beginning to grow angry. They threaten after the manner of their kind. They throw out teachers without a hearing. They tower in lordly self-righteousness, and then try to wheedle the teachers into slinking away from their fellows. Must we be destroyed by all this fury? Or shall we rather watch it play itself out impotently?"

* * *

Our President and our Secretary attended the Alberta Federation of Labor Convention at Edmonton as fraternal delegates. Mr. Newland was also a fraternal delegate to the U. F. A. Convention at Edmonton, and spoke on behalf of the Alliance. He is to attend the forthcoming Civil Servants' Convention at Edmonton on behalf of the Alliance. More publicity.

* * *

The Protestant Teachers' Association of Quebec have joined the Canadian Teachers' Federation. The C. T. F. is journeying steadily towards the Atlantic.

WILL SOME ONE PLEASE ANSWER?

If school districts can pay their trustees' expenses at a convention, why can't they pay their teachers' expenses at a convention?

And this in view of the fact that owing to the greatly increased cost of travel the attendance at the Teachers' Convention in Edmonton is likely to be much smaller this year than last. Teachers pay their own expenses to the A. E. A. but delegates to the Alberta Trustees' Association can charge up their expenses to their districts.

* * *

Why should a clergyman whose income is between

\$5,000 and \$6,000 a year assail from a coward's castle the "greed and selfishness" of the teachers?

* * *

The Minister of Education in one of his many speeches before the Trustees' Convention stated that the A. T. A. Magazine is misrepresentation "from page to page, and from cover to cover." Now wasn't George D. Misener's photograph a "fair copy"?

* * *

How did "The Eye Opener" learn everything that took place at that McKay School meeting? He says he did, you know!

EDUCATIONAL PERIODICALS FOR JANUARY

The School Review: University of Chicago has an outline of the scheme adopted by the Board of Education of Portland, Oregon, to ensure permanency of tenure. Its main features are: a two years' probation; a continuing contract determinable only at the end of a term; notice of dissatisfaction and a month's time to show improvement; right of the teacher to compel an impartial investigation and to adduce evidence.

There is also an excellent article by H. C. Morrison on "Direct and Indirect Teaching." The writer shows by experimental records the fallacy of the assumption that lesson-learning is transferable to the thing the lesson stands for. By reference to the relative efficiency of prepared and unprepared work in Latin and French he shows that a student may learn Latin lessons without learning Latin. "No material," he says, "can be mastered so as to be available in functional form on a lesson-learning type of procedure, the fact that the material is in itself functional to the contrary notwithstanding."

Education has a refreshing treatment of an old theme under the heading: The Educative Influence of Nature vs. Books. There is also a useful outline study of Wordsworth's poems, and a strong plea for classics and humanism, "A Neglected Aspect of Education."

School and Society contains a valuable article on "Problems of Americanization as seen by an Army Psychologist." The records of the psychological tests made by the American War Department go to show that 80 per cent. of the illiterate draftees were of D-grade intelligence and lower—"inferior" and "very low." A further record of the distribution of occupations according to medium intelligence rates semi-skilled and unskilled labor as "low average." Teachers do not appear in the list. The author's attempt to attribute labor unrest to lack of educability is not convincing.

The Educational Review presents statistics for New York State High Schools in regard to the status of Latin. Speaking generally the writer finds that Latin is holding its own. A slight regression is accounted for by the fact that Spanish has a temporary "boom" owing to its supposed commercial utility.

The Elementary School Journal: University of Chicago has four articles on phases of what is called "Progressive Education." The "Project Method" of teaching history is a development of the idea. According to the old idea the teacher did all of the talking and much of the work; according to the modern way the pupil does the work and the talking while the teacher advises and guides. The February "Atlantic Monthly" contains an excellent article on this same subject.

OUR GALLERY OF PORTRAITS

To John W. Barnett belongs the unique distinction of having been born under the shadow of the loftiest church steeple in England, that of Grantham Parish Church.

Grantham is also the birthplace of Sir Isaac Newton, and who knows but that the great scientist had J. W. B. in mind when he enunciated his Third Law of Motion, "A body in motion continues in motion," for no phrase so fittingly describes the energetic General Secretary-Treasurer of the Alberta Teachers' Alliance.

After graduating from the Grantham Technical Institute, Mr. Barnett served for four years as pupil teacher in Grantham Wesleyan School, which he had attended as a boy. In 1899 he secured his entrance



into Westminster College and received his parchment certificate after two years' normal training. He then taught in New Brompton Wesleyan Higher Grade School, and later in Queen's Road Council School, Wimbledon. Joining the Corps of Army Schoolmasters in 1905, he was attached to a cavalry brigade garrison school at Aldershot, where he got an excellent insight into the physical side of education, taking special courses himself in Swedish drill. In the following year he was appointed to the staff of Tolworth Council School, Surrey, and was later appointed principal of the evening continuation classes in that important institution.

In 1911 Mr. Barnett came to Alberta. After teaching at Lougheed for a short time, he assumed the duties of supervisor of music under the Edmonton Public School Board. This position he resigned in 1912 to

become Vice-Principal of Alberta College North, Dr. Riddell, the Principal, being engaged in building up the college on the South Side. Appointed to the principalship of the commercial department of the Stratheona High School in 1913, he continued in this position until July, 1920, when he consented to give his whole time to the work of the Alberta Teachers' Alliance of which he has been the General Secretary-Treasurer from the date of its inception in 1917.

Mr. Barnett has studied constantly to keep abreast of modern educational needs. Besides holding diplomas in art, music, manual training, physical culture, accountancy and shorthand, he has taken advanced courses in physics, physiography and applied mathematics. In a word, he may be described as our most eminent general specialist.

Any biographical sketch of John W. would surely be incomplete, without some reference to his prowess in the field of athletics. Winner of the cup race for swimming at Grantham in 1899, he was captain of the swimming team at Westminster College in 1901 and '02. In foot-ball, he played for New Brompton in the Southern League in 1903 and '04, and since coming to Edmonton he has sustained his reputation as a clean sportsman, as full of "pep" at the end of a game as at the first sound of the whistle.

It is in his official capacity, however, that the subject of our sketch is best known to the readers of the A.T.A. Magazine. Believing that the strength of any organization is based largely on the energy and enthusiasm of its officers, he has never hesitated to spare himself in endeavoring to advance the interests of teachers. Vice-President of the Surbiton and District branch of the National Union of Teachers in 1908, he was advanced to the presidency in 1909, a position he held until coming to Alberta. His work here is too well known to need further comment.

A personal word in conclusion. Mr. Barnett is a "seventh son" and was married in 1906 to "the finest lady I know or ever knew." The interest on that fortunate investment consists of one son and three daughters, who "haven't seen much of Dad since the Alliance work commenced."

EMPIRE TEACHERS

Queen Alexandra's Message

The following New Year message has been sent to the League of the Empire by Queen Alexandra:

"As patron of the League of the Empire, I am pleased to learn that, through the League's good offices, a scheme for the interchange of teachers throughout the Empire has become operative. Under this scheme many teachers, I understand, are now coming from the Dominions for a year's sojourn in the mother-country, whilst those at home are visiting the younger lands overseas, there to gain inspiration and experience. To all who are thus helping to forge a strong Empire bond between the teachers and schools throughout the Empire, I send my best wishes for a very happy and successful year."

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P4020.	Metre Stick.....each	.75
P4026.	Calliper Simple Form.....each	.60
P4030.	Calliper Vernier, length 16 cms., Two Scales and Verniers.....each	4.80
P4049.	Dissected Litre Block.....each	7.20
S7221.	Pinch Cock.....each	.18
S7160.	Burette, 50 cc. in 1/10 ths, with Pinch Cock.....each	1.25
S7162.	Burette, 50 cc. in 1/10 ths, with Glass Stop Cock.....each	2.50
P4410.	Air Pump and Plate, simple action, 8-inch plate.....each	21.50
S7026.	Bell Jar, for above.....each	3.75
P4411.	Air Pump, Lever Action, 10-inch plate.....each	55.00
S7026.	Bell Jar, for above.....each	5.50
S7538.	Measuring Cylinder, 100 cc.....each	1.00
S7014.	Beakers, 4 oz., 6 oz., 8 oz.....per set of 3	.68
P4396.	Rubber Balloon.....each	.10
P4007.	Balance; Hydrostatic, capacity 250 grams. to 1 ctmg.....each	15.50
P4003.	Balance, Chemical, capacity 100 grams, sensibility 1/4 mgm.; supplied in a mahogany case with drawer.....each	45.00
P4013.	Weights, 100 grams to 1 mgm., for use with Balance No. P4003.....per set	10.00
P4015.	Weights, 50 grams to 1 ctmg., for Balance No. P4007.....per set	5.00
S7510.	Spirit Lamps, Glass, 4 oz.....each	.50
S7170.	Bunsen Burner, for gas.....each	.50
P4098.	Spring Balance, 64 oz. in 1 oz. divisions and 2000 grams in 25 gram divisions.....each	.90
P4098.	Spring Balance, 50 lbs. in 1 lb. divisions.....each	.75
S7495.	Battery Jar, 6 x 8 inches.....each	.65
S7542.	Mortar and Pestle, porcelain, 3 inches diam.....each	.45
S7424.	Thistle Tubes, 10-inch stem.....each	.22
P4226.	Transmission of Pressure Apparatus.....each	2.50
P4282.	Archimedes Principle.....each	2.50
P4386.	Weight of Air Globe.....each	7.50
P4342.	Barometer Tube.....each	.75
P4368.	Boyle's Law Tube, unmounted.....each	1.50
P4370.	Boyle's Law Apparatus, mounted, with scale.....each	11.00
P4450.	Lift Pump, Glass Model.....each	2.00
P4454.	Force Pump, Glass Model.....each	2.25
P4238.	Hydraulic Press, Glass Model.....each	2.75

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S7391.	Florence Flasks, 6 oz. each	.22
S7266.	Two Hole Rubber Stopper, for above. each	.07
S7391.	Florence Flask, 16 oz. each	.32
S7266.	Two Hole Rubber Stopper, for above. each	.09
S7490.	Hydrometer Jar, 12 x 2 inches. each	.65
S7946.	Porous Pot. each	.40
P4310.	Specific Gravity Bottle, 50cc. each	1.50
P4318.	Wooden Hydrometer. each	.30
P4748.	Tuning Fork, A. each	.75
P4748.	Tuning Fork, C. each	.75
P4738.	Brass Rod, for showing the production of sound by longitudinal vibrations of rod. each	.75
P4808.	Whistle. each	.35
P4616.	Coil Spring, 1 inch diam., extending to 2 feet long each	.75
P4652.	Bell in Vacuo, electric, with glass receiver each	6.75
P4776.	Glass Tube, 2 cms., dia. x 30 cms. long. each	.50
P4776.	Glass Tube, 3 cms., dia. x 50 cms. long. each	1.25
P4704.	Whirling Machine. each	20.00
P4676.	Cardboard Disc for Whirling Machine, to show reflection of sound. each	.50
P4700.	Toothed Wheel, with ring of holes, to illustrate pitch of sound. each	6.00
P4722.	Spool of Piano Wire. each	.10
P4850.	Ball and Ring. each	2.00
P4854.	Compound Bar. each	1.60
S7692.	Thermometer both Centigrade and Fahrenheit Scales. each	1.80
P5094.	Differential Thermometer each	5.75
P4940.	Calorimeter. each	6.00
P4942.	Calorimeter, with cover and stirrer. each	7.25
P5056.	Conductometer. each	1.00
P5128.	Cardboard Screen and Frame. each	.65
P5149.	Reflection of Light Apparatus. each	11.50
P5136.	Plane Mirror. each	.50
P5152.	Optical Disc and Lenses each	45.00
P5228.	Lenses Demonstration, Set of Six, 38 mms. dia., ground edges, different forms. per set	2.50
P5216.	Triangular Glass Prism. each	.60
P5282.	Colored Glasses, 4 inches diam., consisting of six standard colors, per set	4.00
P5352.	Lodestone. each	.35
P5354.	Bar Magnets, 6 inches long. each	.35
P5358.	Horse Shoe Magnet, 4 inches long. each	.30
P5378.	Compass, 16 mms. each	.15
P5368.	Bar of Soft Iron. each	.25
P5495.	Zinc and Copper Plates. per pair	.30
P5508.	Dry Cells. each	.60
S7980.	D.C.C. Magnet Wire, No. 20, 4 oz. spools per spool	.55
P5684.	Incandescent Lamp, 3 volts. each	.75
P5686.	Porcelain Socket, for above. each	.15
S7565.	Pneumatic Trough. each	1.75
S7116.	Gas Bottles, 8 oz. each	.14
S7460.	Glass Plates to cover mouth of Bottles. each	.07

The GEO. M. HENDRY CO., LIMITED, TORONTO

CAT. NO.	DESCRIPTION	PRICE
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S7110.	Reagent Bottles, 4 oz.....	each .25
S7660.	Test Tubes, 5 x $\frac{3}{4}$ inches.....	each .03
S7660.	Test Tubes, 4 x $\frac{1}{2}$ inches.....	each .02
S7784.	U Tubes, 6 x $\frac{3}{4}$ inches.....	each .20
S7800.	Glass Tubing, $\frac{1}{4}$ inch.....	per lb. .60
S7570.	Retort, 4 oz., stoppered	each 1.50
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S7264.	Rubber Stopper, one hole for Lamp Chimney	each .35
S7818.	Rubber Tubing, 3/16 inch diam.....	per foot .12
S7940.	Sheets Mica, 7.5 x 4 cms.....	each .06
S7944.	Picture Wire.....	per pkge. .25
S7360.	Triangular File.....	each .20
S7364.	Round File.....	each .20
S7261.	Corks Assorted, 24 to package.....	per pkge. .25
S7370.	Filter Paper, 6 inches diam.....	per pkge. .55
P5126.	Candles.....	each .03
S7547.	Books of Blue Litmus Paper.....	each .05
S7548.	Books of Red Litmus Paper.....	each .05
S7954.	Sheet Rubber.....	per sq. foot .40
S7470.	Pieces Wire Gauze, 6 x 6 inches	each .20
P5400.	Sealing Wax.....	per stick .35
S7754.	Vise.....	each 2.00
P4760.	Chladni's Plate, 6 inches square	each 1.50
P4762.	Chladni's Plate, 6 inches circle	each 1.50
P4769.	Chladni's Plate Clamp.....	each 1.75
P4816.	Lycopodium Powder, 4 oz. packages.....	per pkge. 1.25
P4712.	Sonometer.....	each 23.00
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P4798.	Organ Pipe with Glass Front and Tambourine, to use with same	each 15.00
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P5390.	Dip Needle.....	each 7.50
P5592.	Electric Bell, 2 $\frac{1}{2}$ inches diam.	each 1.25
P5578.	Amperes Law Apparatus.....	each 6.00
P5584.	Telegraph Key.....	each 3.75
P5586.	Telegraph Sounder.....	each 5.00
P5590.	Telegraph Relay.....	each 6.50
P5612.	D'Arsonval Galvanometer.....	each 7.50
P5606.	Tangent Galvanometer.....	each 8.50
P5636.	Induced Currents Apparatus.....	each 8.50
P5650.	Dynamo and Motor Combined.....	each 11.75
P5692.	Lamp Arc Model.....	each 7.20
P5706.	Wheatstone Bridge.....	each 25.00
P5707.	Metre Sliding Bridge.....	each 10.00
P4122.	Forces Board.....	each 12.00
P4098.	Spring Balances, for above	each .75
P4104.	Weights, 10 grams to 1 kilo, for Forces Board	per set 7.50
P4120.	Lever Apparatus.....	per sets of 3 1.35

CAT. No.	DESCRIPTION	PRICE
P4112.	Demonstration Balance.....	each \$1.35
S7347.	Eudiometer.....	each 3.50
S7790.	Combustion Tubes, 8 x ½ inches.....	each 1.12
S7528.	Gasoline Blast Lamp.....	each 10.00
S7280.	Crucibles and Covers No. 00, 37 mms. diam.....	each 2.40
S7280.	Crucibles and Covers No. 0, 41 mms. diam.....	each 2.50
S7330.	Evaporating Dishes No. 00, 7 cms. diam.....	each 1.30
S7330.	Evaporating Dishes No. 0, 8 cms. diam.....	each 1.35

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CAT. No.	DESCRIPTION	PRICE
B6020	Magnifier Folding, 1 inch diam.....	each \$ 0.65
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B6072.	Cover Glasses.....	per oz. 2.00
B6120.	Dissecting Needle Straight Wood Handle.....	each .10
B6032.	Tripod Magnifier.....	each 1.00

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DESCRIPTION	PRICE
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Lead Granulated.....	per lb. .80
Copper Turnings.....	per lb. 4.00
Iron Filings Coarse.....	per lb. .50
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Calcium Carbonate, Lumps of Limestone, Calcite, Chalk, Animal Shells.....	per set .35
Carbon, Specimens of Coal, Charcoal, Graphite, Lampblack.....	per set .35
Magnesium Ribbon, in ¼ oz. coils.....	per coil .75
Other chemicals supplied at current prices when ordered.	

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BOGUS NIP'S BONEYARD

BULLSHEVISM

(By Bogus Nip.)

There's chiel among you takin' notes,
And faith he'll prent it.

(Burns.)

SATISFACTION.

"I would rather be Socrates dissatisfied than a pig satisfied." Satisfaction comes from the two Latin roots meaning "enough done." If you are satisfied you feel you have done enough. You are in one respect like Alexander the Great, for you feel there are no more worlds to conquer. But remember, Alexander wept, so he was after all really dissatisfied. It is said of Napoleon that on St. Helena his unquenchable energy led him to improve, organize and reorganize that rock-ribbed isle, till even his sphere, small as it was, felt the power of his divine discontent.

There is hope for the teacher who, however incompetent, is yet unsatisfied. That dissatisfaction with existent achievement will eventually carry her to sure success. There are teachers who having taught one grade wish to change to another in order to widen their experience. But again there are others who, content with their accomplishments, wish to "take it easy" the second year. If the ministers of the gospel were to follow this policy they would move to pastures new every few years in order to preach the same old sermons all over again. How delightful for the preachers, but alas! how disastrous to the congregations. No. If you wish your pupils to drink from a running stream, not from a stagnant pool; if you wish to maintain teaching as the noblest of professions rather than the sorriest of trades—then keep ever improving, ever advancing, ever broadening the horizon of your experience, that "arch wherethro" gleams the untravelled world whose margin fades forever and forever as I move."

BULLSHEVISM.

It has been stated by the Bullshevist press that the A.T.A. has been trying to establish a little Soviet of its own. The compliment of being red, meaning red-blooded of course, is unwillingly injected into the inspired words of the writer and the suggestion is conveyed that the principal leaders be "fired." "Fired" is good, fired with enthusiasm we take it, the enthusiasm with which all reformers have been fired in combatting mediaeval injustice. In the days before fire-arms, bull-baiting was a highly popular form of legalized sport. The present methods of the gladiator are decidedly more sordid and less picturesque. The marksmanship of the shooters is not so skilful, however, and it is doubtful if the four thousand targets in the province will prove easy marks. In spite of the epithet "credulous dupes" the teachers will continue to act and think for themselves. It would be a telling tribute to our courageous and effective leaders to return them all to office for another

year by the unanimous vote of the teachers. The ayes have it.

* * *

NOW.

It is significant that this word spelled backward denotes success. One of the most successful and most widely advertisements has for its slogan, "Eventually, why not now?" "Yes," we echo, why not now! The first law of habit formation is, "Do it now," and if you wish to climb in any sphere you must understand the psychological importance of the *now*. Your ambitions have been leading you "*nowhere*," capture the elusive now and your ambition has magically become "*now here*." A skilful insurance agent would rather one prospect of which he is certain *to-day* than ten gilt-edged prospects *to-morrow*. In the class-room the time-worn excuse "I hadn't time" is heard almost as often from the teacher as from the pupil. Have you not twenty-four hours every day in common with the rest of humanity? Your ailment is in the digestive tract; you fail to assimilate the hours allotted you.

King Alfred achieved greatness largely through proper division of his time, assigning one part to work, one to rest and sleep, and one to prayer. Gladstone's time was so nicely apportioned that when he entered his home his cabinet responsibilities fell from his shoulders like the doffing of a garment. The present occupant of the White House receives four deputations in an hour, and in his busiest seasons found time to play golf for two hours every morning and kept his evenings free. Our most precious gift is time. May it be wisely spent. Speaking editorially our motto for 1921 is "Plan your work—then work your plan."

CAREFULNESS.

Some people are born careful, some achieve carefulness, and would there were some way of thrusting carefulness on those who come not in either category. For carefulness is really not a gift, it may be cultivated. Males, so it is said, are temperamentally careless. The housewife complains of the carelessness of her lord; he neglects to clean his shoes on the mat: his cigar burns a hole in the varnish; or the ashes are displayed on the centrepiece. The fault, dear reader, lies not in him but in his training, his ancestry, his own mother perhaps. Train a boy in the way he should go and when he is old he will not depart from it. Little Willie brings his homework to his parents for inspection. Is it sufficient that he has the answers right? His figures are carelessly made, the sums are tony-turvy, and grease and dirt are conspicuous. What a lesson in carefulness would it be to require William not only to have the answers correct but to recopy the sums, being particular to place figures one under the other and finally, to rule two very fine lines under the answer as a seal of his approval. How much more pride will he have in the result if instead of sending an ink-spattered letter to a friend he be required to re-write until it is at least neat and clean. Do you insist that he polish the heels as well as the toes of his shoes? The boy who is taught in his impressionable youth to be particular about little things will in later life be careful of the trifles.

For as Michaelangelo so epigrammatically said, "Trifles make perfection but perfection itself is no trifle."

MY CREED.

I believe that my profession is the noblest. I believe that honesty of purpose, conscientious effort and a high ideal will bring me ultimate success. I believe in myself, my class and my message. I believe that truth is mighty and will prevail in spite of the prattling of children, the gossip of elders and the callousness of the public. I believe with all my heart that I am in step with the march of progress, that my feet are on the earth in tune with the music of the times and my soul is marching on. I believe that the laborer is worthy of his hire and that the state is better fitted to eat and drink ideals than my children are. I believe that I am no better and no worse than the overseers I obey, the public whom I serve, and the tender minds I mould. As long as I draw breath I shall defend these beliefs to the utmost of my power. God helping me I can do no other.

PERSONALITY.

To a greater or less extent men are magnets: some attract, other repel. You have met the attractive

kind, those who radiate personality, who cheer you up, who are as good as medicine to a sick man. Others again make you feel blue, a charmed circle seems to surround them warning you "thus far shalt thou come but no farther." No one can pass through the world without leaving in it the imprint of his personality. Our touch like that of Midas brightens or withers all those with whom it comes in contact. Thus Ulysses spoke truly when he said: "I am a part of all that I have met." It has been noted how similar in feature and personality are husbands and wives who have traversed the long journey of life hand in hand. Hawthorne teaches something of this in his allegory of the Great Stone Face, in which the boy through study and contemplation of that expressive countenance grew at last into its very image. Teachers are models for the young hero-worshippers sitting daily at their feet. A teacher's gestures, mannerisms and modes of dress are religiously copied by her observant charges. It behooves her to walk circumspectly for she is treading on holy ground. The Argus-eyed "young idea" will continue to imitate and it is human nature to grow like those whom we love and admire. As the twig is bent so it will grow. May teachers be worthy models, may you measure up to your tremendous responsibility, knowing that "there's a chiel among you takin' notes."

SOME PRESENT FALLACIES IN EDUCATION

D. L. Shortliffe, M.A., Victoria High School, Edmonton

The first fallacy to consider is the statement that all children are approximately equal in talent. This old fallacy led to the belief that all pupils should take the same kind of training. This would appear unavoidable so far as the acquisition of the "three R's" is concerned—the tools of further education. Beyond that there probably should be some elasticity in the curriculum, or rather some choice between curricula, as we shall see later.

But even among many of those who recognize this first fallacy there exists a worse one, viz., that since not all children have the same ability the curriculum ought to be adapted to the most poorly equipped. This fallacy, together with the general effect produced by the line of argument by which it is "justified," has played no small part in producing a certain amount of intellectual sloth in our schools. The fallacy is usually "clothed in reason's garb" and decorated with fine phrases about the uselessness of "making girls study algebra," or "filling a boy's mind with names and dates," phrases which are very often true, but occupy the curious position of good arguments used to prove a bad proposition.

As already suggested, some of the most harmful fallacies are those put forward as remedies for the first fallacy in our list. Another such is the idea that since most children are "active" rather than "reflective" in their nature, guided more by "practical" necessity than by "theoretical" considerations, the academic high school curriculum should be tinkered with, and sufficiently diluted with whiffle-tree mending and dress-making to make it "broad" enough for all. This fallacy is playing havoc with the intellectual status of our academic institutions. The older fallacy of trying to make "high-brows" out of all the boys and girls was equally dangerous and more foolish. I

freely admit that. But it would seem poor satisfaction and small progress to replace one unworkable system by another. Rather, fully fifty per cent. of our present high school population, or at any rate of those above Grade IX, should not be attempting academic courses at all, but should be at good technical, commercial or agricultural schools. Then we could carry on in the various types of schools a system of intensive training with the kind of pupils adapted to it, instead of suffering under the present chaos, which seems to get worse instead of better with every new and high-sounding innovation. We talk glibly of "practical education," "division of labor," "efficiency," and what not, and yet, paradoxically enough, almost every proposed high school curriculum which comes forward to claim our attention represents the complete negation of all these fine principles. We simply cannot get results of any sort, theoretical or practical, by trying to teach everything from biscuit-rolling to astronomy to the same individuals. And yet this is the "remedy" most enthusiasts recommend! Besides the direct effect of this fallacy there is the diffuse effect produced by the line of argument by which it is justified. This argument usually involving sentiments which tend to disparage high-class intellectual achievement even in the eyes of the admitted minority who might with reasonable hope aspire to the same. If this country is to reach and hold a high place among the nations of the world we must stop this nonsense and train intensively the different classes of people according to their abilities. Curiously enough this is the very sort of education a great many "practical" theorists seek to disparage.

Another fallacy current amongst us is the idea that "a child should never be taught anything he can not understand at the time." This fallacy, or at any

rate a slightly attenuated form of it, is having an injurious effect on our elementary instruction in arithmetic. It is largely to blame for the pitiful state of confusion in which we find many of our pupils struggling when they enter high school. They have been put through a really severe ordeal in arithmetic—and very often do not at all know what a decimal is or how to add fractions with any useful speed. They have experienced a perfectly wonderful process whereby they have learned something of the theory of number in a “practical” manner from “affairs of everyday life”—and cannot find the square root of a number. They have learned all about how to manipulate numbers as a mere incident in the “practical” study of “number combinations” and “weights and measures”—and cannot tell you the only sensible way to divide by 100! The fallacy behind all this is the most curiously self-contradictory one in our whole list. Its champions claim the children are learning arithmetic in a “practical” manner from “real” things and processes of “life.” In a word, this so-called “practical” instruction is the most theoretical possible in that it represents a continual return to first principles—the very soul of theory. It would be far more practical to refer to first principles only at the very beginning of any topic in arithmetic, and even then very sparingly, and purely as a means of obtaining a “rule” or tool for use. Then we should go ahead and use the tools at once, paying no further attention to their origin. It is useless to try to teach little children the philosophy of number—as the present admittedly indifferent results in arithmetic eloquently testify. If a child has great difficulty in reasoning out the rules from first principles, but finds that he has somewhat of a memory, which would enable him to retain a rule and apply it, I see no reason why he should not do so, waiting till nature does its work in maturing his understanding before attempting anything very elaborate in the theory. In that way, to be sure, our elementary arithmetic, in the main, would be reduced to a mere mechanical process of remembering and using a few elementary rules—as it should be. The opposite extremely theoretical process of trying to compel little children to reason in a manner which many adults would be happy to emulate, is based on the psychology which teaches that “reason” develops parallel with memory and association. This is doubtful psychology. I have a suspicion that memory develops faster than reason in the average case, and I even surmise that by far the major part of the processes most people mistake for reasoning will be found on analysis to be nothing but a continuous process of memory, with a few cross-currents of prejudice and emotion. Very few adults ever do any actual reasoning. Then why should we expect little children to do so?

But the crowning fallacy of our list, the ne plus ultra of pedagogical mysticism, is the proposition that measuring a pupil's intelligence quotient (I.Q.) can really be of any service in finding his proper place in a grading system supposedly based directly on knowledge and but indirectly on intelligence. Now I do not propose to enter into any discussion of the technique of intelligence Q-ing. I can readily understand that it might be possible to measure intelligence. Indeed I am not unaware that it is one of the many indoor sports in the schools south of the line. It is used seriously, and to good advantage, in schools for

feeble-minded, where it serves to classify the inmates according to their intelligence. As a test of intelligence, I can readily concede its usefulness. As a test of knowledge, of say grammar or arithmetic, its use is the eighth wonder of the world.

Now, some of the champions of this last fallacy will probably reply to this effect: “But granting your argument that our tests measure intelligence rather than knowledge, would not a pupil of high quotient be more likely to acquire the knowledge of the next grade than would his less fortunate school-mate?” To this my answer is two-fold: (1) Undoubtedly so, provided he already has a knowledge of the work of the preceding grades. This admittedly holds more rigidly for some subjects than for others, but it holds rigidly for a sufficient number of subjects to make it absolutely pernicious to ignore it; (2) the way to discover whether he would have a fair chance to use his superior intelligence in acquiring the knowledge in the next grade would be to test his knowledge of the grade he is in now; hence the necessity or usefulness of any intelligence test per se disappears. He gets all the necessary intelligence test indirectly through his knowledge test. If we teachers were expected to be mere intelligence developers, regardless of the imparting of any knowledge, intelligence testing would be the correct system for grading our schools. But such is not the case. Consequently “knowledge testing” cannot be replaced, even partially, by “intelligence testing” for some little time yet. It is manifestly absurd to grade the pupils by intelligence tests and then judge the results of the teachers' efforts by knowledge tests. I fancy Socrates was a man of fair intelligence, and yet I for one would hesitate to try to teach the differential calculus even to a man of his intelligence unless he had at least a nodding acquaintance with elementary algebra and geometry. This is simply an extreme illustration of a teacher's difficulty in trying to teach say Grade IX arithmetic to a boy who does not know the arithmetic of the preceding grades, but was foisted upon a Grade IX class because he managed to register a fair “I.Q.”

A TEACHER'S SOLILOQUY

(By M. J. G.)

To cope with or co-operate; that's the question
Whether 'tis wiser of Schools Boards to listen
To just demands of teachers; or to oppose
And drive from the profession men and women
Already trained in guiding boys and girls
Along the paths of knowledge; there's the rub;
For by such action what results may come
If we should rid us of our teaching staffs?
This thought must give us pause:—Is our respect
For education quite so low that we
Begrudge a fair return to those who help
To train the children of our land to take
A fitting place within our Empire great?
Let us show rather that we recognize
Some things in life are worth some sacrifice.
And if high rates must be the part we stake,
Let us be sports; it's for the children's sake.

READING AS A FORM OF LIVING

E. L. Hill, M.A., M.Sc., City Librarian, Edmonton

"Out of your cage,
Come out of your cage
And take your soul on a pilgrimage!
Pease in your shoes, an if you must!—
But out and away, before you're dust:"

"He ate and drank the precious words,
His spirit grew robust;
He knew no more that he was poor
Nor that his frame was dust.
He danced along the dingy days,
And his bequest of wings
Was but a book. What liberty
A loosened spirit brings!"

"Reading is a form of Living."

The difference between those who "live on the earth" as distinguished from those who "live in the world," consists largely of a difference in reading habit. Earth-livers are beyond the reach of the great life-currents of this age of accumulated knowledge. World-livers have entered into the inheritance of this age and of all the ages. Only through books can be obtained in all its fullness, the knowledge that is power. Leadership of men and nations is based thereon. The stored-up wealth contained in books must be used by any man who aspires to be, or professes to be, a leader or teacher of his fellows. He must do more than "spin cobwebs from his own inside" if he is to meet the problems of to-day. Mere cleverness of intellect will not suffice. Too much of the readily-expressed opinion of to-day is of the cobweb variety. Upon political, social and moral topics the average man hesitates not to voice what he calls his *opinions*, which are too often mere cobwebs. He meets the manual toiler and chides him for his notions of social conditions—when suddenly, the toiler covers his cobwebby friend with confusion by his knowledge of the facts obtained by wide reading. The closest and keenest students of social questions today are to be found among the members of our labor-unions—not among the members of our mercantile and manufacturing organizations, nor among the members of the teaching profession.

The "average" teacher is not a reader. Hence he has not a clear or intelligent conception of the social world in which he lives—or in which he thinks he lives. He verily is an earth-liver rather than a world-liver. The school principal who states unblushingly that he has "not read a book for a year," exemplifies the earth-liver. The one excuse given in all such cases is "lack of time." This lie, hoary with age and sulphurous from its origin, is neither white lie or black lie, but just plain yellow. It is a self-deceiving lie *par excellence*. The earth-liver who is "too busy" to read and yet who considers himself a member of the teaching profession has missed his calling. He is travelling the broad pavement of good intentions. He intends some day to read some of the great books. He is by no means a suitable leader for the youth of a progressive land in a progressive age. He professes to teach children to read and paralyses his own efforts by failing to teach the vastly greater thing, the desire to

read. His own lack of desire stultifies his influence and makes his work worse than useless. The non-reader's shrivelling, dwarfed nature affords him no healthy outlook upon the world in which men live. He finds a barrier rising between him and his fellows, and fails to grasp the significance of the fact that among men he is regarded at best as not quite a man. He fails to see that he lives on the earth only and not in the world. "For the man was mortal, and had been a schoolmaster." Failing to see that of all men he most should be on his guard lest the confines of the schoolroom should be the confines of his world, he loses the one grip that would have kept him secure in the world of men. Reading would make and keep him a world-liver, but, forsooth, he has "no time to read." Having "no time to read" he is content to be a cave-dweller and consoles himself in the blackness of his cave.

The busiest teacher is not the one who complains of lack of time. He finds time to master honestly the literature of his subject, to investigate library resources likely to be helpful to his pupils, and to place before his pupils sane and accurate information as to these resources. His pupils naturally respond to the stimulus of such a teacher and learn to utilize the library. Once brought into contact with means of solving his problems the pupil teaches himself to employ library resources for future problems.

Unfortunately the present arrangement of school processes in the West does not encourage one to hope for much immediate improvement in the matter of creating and fostering the reading habit in the boys and girls passing through our schools. Wisely the Government has provided for school libraries everywhere in the Province. Unfortunately it cannot immediately provide a staff of teachers fully impressed with the importance of the reading habit. "Reading is the most important thing the child can learn in school. It is the key that opens most of the doors through which the adult will wish to pass. The ability to translate the printed words into ideas, thoughts, motives, and actions which make for knowledge and efficiency is the greatest asset anyone gets from school. It is this ability to gain ideas from the printed page that makes it possible to secure a knowledge of any subject which one may desire to take up in later life." (Cleveland Survey.)

The personality of the teacher is enriched by right lines of reading. He must be the living exponent of what he is teaching. Such essentials in personality as truth, unselfishness, humble-mindedness and a sense of humor enable him to teach the same essentials. And of these probably the last is the greatest since it enhances the value of the others, and makes them attractive to the learner. The reading-habit, backed by the essentials just mentioned, makes easy the establishment of the reading-habit in the child. Most children remain in school scarcely long enough to learn to read. The extension of school attendance is helping our people by giving greater opportunity for the child to establish a reading-habit. Even now probably three-quarters leave school before they reach the age of fifteen. The teacher's duty is clear and imperative.

If he can secure a desire for reading and succeed in putting the child into possession of a reading-habit, he has made a lasting contribution to the child's welfare.

Our duty to ourselves impels us to make acquaintance with many of the books that the common judgment of the world has regarded great, the treasures of civilization. Some of these will not appeal to us as food for our own lives, but it is for us to know the modes of thought men have found most noteworthy. Some one or more of these great works will open the heavens for us and add a third or even a fourth dimension to the flat world on which we live.

Modern literature has its claims upon us. A small part of it is fiction, contrary to the oft-expressed notion that there is annually "a flood of fiction." Many excellent works of biography deserve our attention. In poetry and drama there has been much that appeals. Something more than a superficial acquaintance is required in the realm of sociology in which thousands of volumes have appeared in recent years. In one of our larger libraries the Cambridge Modern History has so appealed to its readers that at least two of them—mechanics, not teachers—have each purchased recently a full set outright so as to have the volumes at hand when needed.

Novels are destined to play a large part in the life of our day and a larger part in the life of the next generation. They are becoming more and more the expression of the life of our race. Our history and our ideals are being worked into them. Many men and women confined by circumstances to narrow and laborious spheres get from their novel-reading relief and refreshment as well as inspiration and wider views. In the better public libraries the standard novels are always in demand. Such a novel as "Lorrea Doone" is truly a "best-seller." Dickens and Dumas, though represented by multiple copies, have constantly to be replaced because of use and wear. No so-called

"best-seller" circulates as well as "David Copperfield." Marion Crawford's novels in many libraries stand at the top of the list for total circulation figures.

As opposed to the idea that busy men have not had time to read, note the fact that the great writers have been prodigious workers. Shakespeare was a theatre-manager, Burns a farmer, William Morris a man of many occupations. Gladstone found time for literary work. John Morley and a score of other busy men have made noteworthy contributions to our modern literature. Foremost among the best writers of the last fifty years, are to be found men whose daily tasks are hard and exacting and not literary. Here seems a paradox; men, hard-driven by the daily grind, produce the best of modern literature. Yet the explanation is easy and plain. There is no barrier between literature and life, for literature is life. He who is most immersed in life's affairs is best provided with material and motive for literary production. Such production lives. The author's experience acts as the exponent of life.

Again, the busy men of to-day are those who read with the most quickened interest. The reading that is a form of living can best be done where one's daily life is in contact with the busy world. Leisure does not make for true interpretation of great literature. Reading is a creative process. Our own mental equipment furnishes us with the stage-properties by which we construct our interpretation of the author's story. The richer and fuller our store of experiences the more perfectly can we produce for ourselves an interpretation of what the author would have us see. He who is most alive in the world of men gets the most out of his reading. He who reads enlarges his life for contact with his fellows, if he makes the book he reads to-day play a part in his daily life to-morrow. Let your reading of books be a stimulus to larger living—a truer insight and a deeper sympathy.

POLICY OF EXECUTIVE

Endorsation by Locals

At the risk of being considered foolhardy I again venture to make a statement to the press and public concerning the controversy between Hon. Mr. Smith and the A.T.A., and the more particular reference to myself in the letter of the Minister recently published in various newspapers of the province. In criticizing the public acts of a public man I little dreamed of calling down upon my head the thunders of ministerial wrath in any such fashion. Still less did I dream that a veiled threat would accompany the fulmination, and that the luckless "handful of radicals," of whom I am evidently classed as one, are in danger of losing their means of livelihood as a result of my recent temerity. Be that as it may, I recognize that if I be true to the trust imposed in me by the teachers of the province I have no other course open to me.

After the smoke has cleared away I find in the wreckage some very interesting matter. In my interview with the press representatives the following statements at least remain intact:

(a) A statutory minimum was not asked for, and the criticism of the Minister on this point has no bearing on the issue.

(b) The \$1,200 minimum is not embodied in any

form of contract sent by the A.T.A. officials. Criticism on this head is also irrelevant.

(c) Legal advice to the effect that the Minister has no legal right to withhold the grant from school boards modifying the official form of contract is unchallenged by the Minister.

(d) My claim that the Minister is at pains not to give recognition to the organization of teachers is substantiated and emphasized by the Minister himself when he says: "It is not true that I ever promised or held out the slightest hope to anyone that the substitution of 'representative, solicitor, or agent' for 'ratepayer,' etc. . . . I have always been emphatic in my declaration that this would not be done."

(e) With regard to the breach of faith of the Minister in his dealing with us—I simply desire to call attention to facts as set forth below. If these facts bear out my statements regarding the contract, every position I took in the interview has been maintained. I wish, however, to correct a slight error occurring in one paper regarding the contract discussed with the U.F.A. executive. It was not the disputed clause (5) that was so discussed, but the "perfectly monstrous and indefensible document" issued by the Alliance in

1919 and known as the Model Form of Contract.

With regard to the far-fetched reference to the "golden rule" and "British fair play," I might suggest leaving the decision as to who is the most consistent exponent of British fair play to the teacher out on the prairie, away from home and connections, who may have been the subject of unjust treatment on the part of some school board, community clique, or irresponsible gossip, and whose rights the present ordinance and contract so wretchedly protect. I doubt very much if the ordinary rural school board either expects or relishes such paternal solicitude for their welfare in their dealings with a teacher, but I have no doubt as to the earnest desire of a majority of such teachers for such protection as a better form of contract might afford.

The assertion that the great body of teachers have been "misled" by a few radical officials is a reflection on the intelligence and independence of mind of those teachers.

It is true that the executive of the A.T.A. has sent various communications to its members without submitting these communications to the Department of Education or to the Minister. **We may as well admit that we refuse to make the Minister of Education the official censor of our correspondence, or, for that matter, of the "The A.T.A. Magazine."**

No one recognizes more clearly that the officials of the A.T.A. the unfortunate results of lack of harmonious working and co-operation among all bodies engaged in the educational struggle. We realize that in many ways the present educational situation in Canada constitutes a national peril, and if calamity is to be averted all must work together. At the same time we believe that the teachers' organization movement is the one hopeful sign in the whole situation.

This is a plain statement of the facts as I see them, unembellished by any picturesque diction, threats or evasions, for the case of the Alberta Teachers' Alliance does not require to be buttressed up with any such superficial expedients.

T. E. A. STANLEY.

The recent statements of the Minister of Education to the press, and his address to the convention of school inspectors and teachers of normal schools would seem to call for some statement from the officials of the Alberta Teachers' Alliance.

There are two methods by which one might meet attacks against policies of our organization and the good faith of its officials. The first is to answer charges which were never made and the second is to answer charges which were made. The Minister of Education has unfortunately seen fit to pursue the former method, but it shall be our aim to pursue the latter—to make a clear and straightforward statement and leave the public to judge.

1.—Re the Minister's breach of faith with the A.T.A.

We accuse the Minister of Education of a breach of faith with the A.T.A. and base our accusation on the following facts which we challenge him to disprove. These facts we are willing to state under oath.

(a) The Minister of Education, during the last session of the legislature, promised the officials of the Alliance in the presence of Frank Ford, K.C., that before he put out his new form of contract he would notify Mr. Ford, in order that Mr. Ford might advise with him regarding it. The close of the session passed by

and the new form of contract did not appear. Early in June Mr. Ford informed our secretary that he had not yet been advised by the Minister regarding the contract, and on June 6th, a letter was dispatched to the Minister stating that no contract had appeared, nor had Mr. Ford been communicated with. On June 23rd a special messenger from the Department was dispatched to the Edmonton School Board with the long awaited form of contract described as the form of agreement between trustees and teachers which had recently been approved and authorized by the Minister of Education, and that copies would be available in a few days.

This is Breach Number One.

(b) The president, Mr. Newland, asked for an interview with the Minister, and after a heated telephone conversation in which the Minister was at great pains to explain his breach of faith, Mr. Newland succeeded in going over all the points at issue between the Minister and the Alliance. At the conclusion of the interview it was agreed by Mr. Newland that although the new form did not, in several particulars, satisfy the legitimate aims of the Alliance, he would be willing to compromise, providing the Minister would undertake not to refuse approval to any new signed contracts which contained an amendment by deleting the word "ratepayer" and substituting the word "representative" therefore.

We may say, by the way, that this was a distinct concession by the Alliance because, according to the opinions received from Van Allen, Simpson & Co., Frank Ford, K.C., and A. H. Clarke, K.C., the Ordinance would leave the Minister no legal ground for refusing to approve the signed contract if such a change were made. The arrangement, therefore, was merely to compose the differences then existing between the Alliance and the Minister. As a matter of fact it was the Minister's suggestion that a public announcement of the this settlement be made in the "A.T.A. Magazine," from which we quote the following extract, from an article written by Mr. Newland:

"Considering the fact that the 200-day clause of our Model Agreement may possibly not be warranted by Sec. 155 of the Ordinance, and also the fact that the Minister has given boards a free hand in the use of the discretionary power conferred on them by Sec. 156 of the Ordinance in regard to sick pay, we seem to have in the new Departmental Agreement all, perhaps, we can reasonably hope to attain at the present time. We can consolidate our gains and prepare for the next advance, watching with interest the working-out of the new inquiry clause. Be it noted, however, that the new Department form will be, just as was the old form, subject to such alterations or amendments 'as may be mutually agreed upon by the contracting parties, provided such alterations or amendments are not inconsistent with any of the provisions of the Ordinance or the regulations of the Department' (Sec. 151, in part), and in particular, there is not likely to be any objection raised by the Department where, after representations made bona fide and with full explanation and discussion, a board consents to the alteration of the word 'ratepayer' in the new clause quoted above to 'representative'."

(c) After leaving the city for a holiday in Ontario the president was advised by telegram that the Minister of Education would not stand by the June agreement and intended making changes in it.

This is Breach No. 2.

To show the seriousness of this lack of faith on the part of the Minister the following facts should be noted, which show how the second new form differed from the form which had been agreed upon in the following particulars:

(1) The period of notice to the teachers was cut down from ten days to five days, thereby rendering nugatory this provision in a great many cases.

(2) The investigation given by this contract is to take place after the dismissal of a teacher, whereas in the form agreed upon the investigation was to be held prior to the act of dismissal. The psychological effect of this change is sufficiently apparent without comment.

(3) The clause providing for some one to accompany the teacher at the investigation would now read: "ratepayer or member of his immediate family" instead of "ratepayer." Aside from the obviously bad draftmanship and the grammatical ambiguity of the clause, which one would not expect in a document bearing the official imprimatur of the Department of Education, one can readily see that this clause becomes to a great extent unavailing for the simple reason that most teachers would be unable, in five days, to avail themselves of their relatives; and it must also be observed that by this two-fold suggestion as to who the person accompanying the teacher is to be, the Minister makes it more difficult for the teacher to secure the alteration to the word "representative."

Re Mr. Barnett's Alleged "Hearty Approval" of the Second New Form.

In the absence of the president, in August last, Mr. Barnett inquired of the Minister, by phone, as to when the contract forms as agreed upon would be issued, and he learned to his great surprise that the Minister contemplated breaking faith with our president by making further changes. Mr. Barnett then pressed for an interview, just as our president had to press in June, and finally succeeded in meeting him. The Minister read to Mr. Barnett his second new agreement (which, by the way, was never placed in Mr. Barnett's hands to give him a chance to scan it closely) and the Minister gave the impression of finality, by saying: "This is what I have decided upon." **Mr. Barnett repudiates absolutely the Minister's statement that he heartily approved of the changed.** He had no chance whatever to study the legal effect of the clause or to place it before our solicitors. And for the Minister of Education to expect that Mr. Barnett, after hearing the clause read, without any opportunity to study it or consult counsel would be in a position to "heartily endorse" it, is absurd on the fact of it. No man would place himself in such a ridiculous position. The Minister's show of rhetoric about "British fair play" ill consorts with his procedure on a matter of vital importance to the Alliance, involving as it does the recognition of the teachers' organization. The Minister of Education evidently assumes that the Alliance is not endeavoring to obtain a clause, the legal effect of which is clear and unmistakable, whereas, the fact is that the Alliance has always considered it necessary to obtain the best legal advice on this all important matter. It is obviously to the interests of the Alliance to secure the best legal draftsmanship, and it would appear from a perusal of the Minister's new form that a similar attitude on his part and a desire to consult with the Alliance solicitors, before rushing to the press

with his contract, would have saved a great deal of trouble with the Alliance. Realizing the seriousness of the situation Mr. Barnett, in the absence of Mr. Ford, took up the matter with Mr. H. H. Robertson, K.C., who tried again and again to secure an appointment with the Minister; but all his efforts were unavailing. This does not indicate any inclination on the part of the Minister to submit this matter to expert legal analysis and negotiation.

The conclusion of the matter is that the Alliance relying upon Section 151 of the School Ordinance are placing before Boards the second new form with the substitute clause (5) drafted by A. H. Clarke, K.C.

The \$1,200 Minimum.

The executive again repeat the statement, "We have never asked the Minister of Education to make \$1,200 the statutory minimum for teachers." We have endeavored to foster a sentiment in favor of a \$1,200 minimum by publicity, thereby rendering it easier for teachers to obtain this from school boards. When the Minister states that: "This is the first time that any official of the Alliance has made this statement," he overlooks the fact that he was informed by the president himself of this very fact.

The Minister accused Mr. Stanley of rushing into print before hearing both sides of a question. This charge has no basis of fact. If it has, its nearest parallel would be the attempt of the Minister to propagandize against the Alliance in making it appear that the Alliance had asked the government to make the \$1,200 minimum statutory.

Textbook Shortage.

"The A.T.A. Magazine" exists for the purpose of putting the point of view of the teachers before the public. If the magazine succeeds in acquainting the public with the lamentable facts it is performing a service, not a disservice to the cause of education. If the Minister has a defence for the inability of the Department to see that a sufficient supply of text-books is maintained it is time this defence is forthcoming. The article referred to by the Minister does not, as he suggests, overlook the paper shortage caused by the war, or other obstacles, but is an honest attempt to find a remedy for an intolerable situation by making public all the available facts in connection with the matter.

"Monstrous Document."

Re the "monstrous and indefensible document," the minister is here indulging in the somewhat spectacular game of beating a dead horse. The alleged monstrous document—the original tentative agreement put out by the Alliance was merely to be used as a basis of negotiation between the Alliance, the Department, and school boards. To use the Minister's phraseology—there has been no point upon which the Alliance has been more explicit than this: that if any clause of the document were ultra vires of the School Ordinance (which ought after all to be permitted to function in favor of the teacher in the few instances in which it can be so constructed) the Alliance was always ready and willing to amend this document to keep it perfectly legal and valid. But why discuss this document now, when the Alliance and the Minister agreed on a new form in June last. Had the Minister remained by this agreement there would have been no further discussion in regard to the contract. The Minister alleges that we refused to call in the forms of agreement, but as a matter of fact, we were waiting until we knew

just what the Minister was preparing to give us instead, and subsequent events have justified our foresight. It must be stated, however, that no Model Agreement forms have been issued to our members for execution since December, 1919. The Minister refers to the fact that the form did not meet with his approval as required by law. This is the second time that he has made this statement public—an utterly misleading statement, because the latter part of Section 151 of the School Ordinance provides that the prescribed form may be altered and amended as may be mutually agreed upon by the contracting parties, provided such alterations and amendments are not inconsistent with the provisions of the Ordinance or the regulations of the Department of Education.

Finally, the Minister is quite obviously endeavoring to leave the impression that the A.T.A. is in the hands of a few irresponsible radicals, whose policies are not approved by the members of their organization. The Minister must put a low estimate on the intelligence of the teachers of the province, if he thinks that a few insidious and ingratiating phrases thrown out in a cavalier manner with suitable histrionics to the rank and file of the profession will succeed in driving a wedge between themselves and their officials. We venture to suggest that had the Minister kept his car to the ground, he would have been conscious of ominous rumblings of dissatisfaction emanating from the profession, and those immediately connected with it. This dissatisfaction is a consequence of the Minister's obviously anti-Alliance attitude, typified by his discourteous treatment of our officials, which has recently culminated in his tirade of abuse and lurid denunciation.

Yours,

H. C. NEWLAND,
President.
JOHN W. BARNETT,
General Sec.-Treas.

EDMONTON.

E.P.S.T.A. Restates Events Friday's Meeting.

Editor The Bulletin.

Sir:—In your publication on the morning of January 15th, an account was given which was supposed to record the results of a meeting of the Edmonton Public Teachers' Alliance in MacKay school.

We cannot help thinking that this account emanated from the imagination of your reporter. You state that "the attack led by Mr. Humphreys was supported by a large number of principals and teachers." It is true Mr. Humphreys presented a number of resolutions reviewing the argument between the provincial officers and the Minister of Education. A motion was placed before the meeting: "That the resolutions be not voted on." This was passed practically unanimously, as only six opposed. The result of this vote would show that the attitude of the meeting was far being one of censure for the provincial officers.

Contrary to your report, we wish to state that the meeting at no period discussed the matter of salaries.

Your reporter states that a large number of teachers remained downstairs in the corridors and declined to enter the hall. This, you must see, would be foolish on the face of the thing. If these teachers were in favor of the resolutions, would they not have been anxious

to record their vote. We again state that your reporter must have let his imagination run riot.

We feel that we have a right to hold a meeting to discuss business affecting our Alliance without the term "Bolshevist Meeting" being applied to it. Other organizations will have to be very careful not to hold public meetings if such terms are going to be so freely used by the newspapers in reporting the same. We must state that the meeting was called at the wish of Mr. H. L. Humphreys and the above vote shows the result. Your inference then, must be that in a meeting of that size all but five or six were "Bolshevists." Don't you think you are taking too much for granted?

The meeting closed with many expressions of appreciation of the work done by the provincial officers.

We, the undersigned members of the executive of the Edmonton Public School Alliance, believe this to be a true account of the expression of opinion at the meeting and hope that you will give this statement the same publicity as your former report.

Signed on behalf of the executive of Public School Alliance:

H. D. AINLAY (President),
C. A. RONNING (Secretary).

—Edmonton Bulletin.

Edmonton High School Local.

A large and enthusiastic meeting was held in Victoria High School on the afternoon of Saturday the 5th inst., with President Miss Crawford in the chair.

Mr. Newland, the provincial president, gave an interesting address on the recent trustees' convention at Calgary. Mr. Newland reported that while some of the trustees showed signs of hostility to the teachers in their attitude toward such questions as cumulative sick pay, disciplining of school boards, disciplining of teachers, etc., they expressed themselves as satisfied with the straightforward manner in which the Alliance advanced its claims. He stated that his object in addressing the trustees' convention was to show them the present position of the Alliance. He felt that he had succeeded in this. Mr. Newland closed by reading from the Albertan some articles favorable to the teachers, and reminding his hearers that the present time was critical and required united and determined effort.

Mr. T. E. A. Stanley of Calgary then gave an inspiring address on various aspects of the present situation. He went at some length into the grand effort the Calgary teachers are making towards obtaining the desired salary schedule, and was very optimistic as to the outlook in this particular. The Calgary teachers have been very successful in enlisting the sympathy and support of many leading citizens in their efforts to raise the status of the teacher. Mr. Stanley emphasized the fact that the underlying motive behind salary agitation was the raising of the profession to its proper dignity and efficiency.

At the close of Mr. Stanley's address he was tendered a hearty vote of thanks by the meeting.

CALGARY

A unanimous vote of confidence in the executive of the Alberta Teachers' Alliance was the response of the executive of the Calgary branch of the Alliance at a well-attended meeting in the high school yesterday, to the attack upon the provincial officers made by the Hon. George P. Smith, Minister of Education, last week.

The meeting also by unanimous vote carried a resolution expressing "indignation and regret at the remarks reported in the press as emanating from Hon. George Smith in connection with the officials of the provincial Alliance, and his unwarranted attack on these officials." The Calgary president and secretary were instructed to draft an open letter to the Minister expressing these views, in order to "correct the erroneous statements made by the Minister."

The Minister's Statement

A. H. Carr, president of the Calgary branch, after quoting the Minister's description of the Alliance proposal for amendment of the teachers' model contract, as "a perfectly monstrous and indefensible document," and Mr. Smith's declaration that he would not be stampeded by the radical officials," said the words used against the provincial executive were necessarily against the Alliance as a whole. Mr. Smith's statement had certainly not been characterized by mildness. It showed, moreover, that he entirely misunderstood the situation in regard to the contract.

No Demand for Minimum

T. E. A. Stanley said that the teachers had not asked for a statutory minimum, though, as a matter of fact, now that Mr. Smith had mentioned it, it might as well be shown that this question was worthy of consideration by the legislature, and the executive of the Alliance were ready to take the question up with members if this were desired. It was not clear what contract was described by Mr. Smith as "monstrous," but if it were the 1919 contract it might be pointed out that the Edmonton School Board was on the point of adopting and some other boards had adopted the Alliance contract, when, on the basis of an understanding arrived at with the Minister of Education, the contract was withdrawn.

Object of the Change

"Last year," said Mr. Stanley, "the Minister issued a contract more favorable than their original one, embodying the ideas contained in our own draft of clause 5. This was typed when we saw it, but before printing it was changed. The object of the Minister is evidently to exclude any representative of the Alliance from defending a teacher. Undoubtedly Mr. Smith has decided that he will not recognize the Alliance."

A vital difference between Mr. Smith's clause 5 and that proposed by the Alliance was that the first provided for a teacher to be heard in his own defence "after the board had reached a decision," while the Alliance contended that the inquiry should be held "before the board reached a decision." Under Mr. Smith's clause all that a board was required to do was to summon a teacher before it and say "we have reached a decision," and the teacher had no recourse.

"I do not feel inclined to deny any of the charges of 'radicalism' made against the executive, because there is nothing to deny, there is quite obviously no basis to the charges," remarked Mr. Spicer. "The fairness of the judgment of the executive has been notable."

"It should be beneath the dignity of a man in Mr. Smith's position to resort to personal attacks," remarked another member of the executive, who contended that Mr. Smith had been quite unable to grasp the intention of the Alliance to co-operate with the Department. The Minister merely gave utterance to his personal views, which were far from being the views of the staff of the Department.

Hon. G. P. Smith,
Minister of Education,
Edmonton, Alberta.

Honorable Sir: It was reported in the Calgary press of January 8 that in an address at Edmonton before the Inspectors and Normal School teachers you branded the Alliance officials as "a handful of radicals."

The Calgary executive on January 10 passed unanimously a resolution expressing indignation and regret at the remarks reported in the press as emanating from the Hon. G. P. Smith in connection with the officials of the provincial Alliance and his unwarranted attack upon these officials. The officers of the provincial Alliance are the elected representatives of the teaching body of the province, and any remarks reflecting upon their judgment and integrity would be naturally an attack upon the Alliance as a whole.

A review of the personnel of the provincial executive shows men and women of scholarship, mature judgment and recognized leadership in their districts. Is it reasonable to support that these people, co-operating with the Alberta teachers, would endorse "a monstrous and indefensible document"?

The provincial Alliance is a democratic body, and before adopting important measures submit their proposals to the Locals for endorsement, and have always sought every source of information in an endeavor to promote the cause of education.

The Alliance regrets that never has it had the co-operation of the Minister of Education enjoyed by the teacher organizations of other provinces, and believes that real progress can be made only when educationists work harmoniously.

THE CALGARY EXECUTIVE OF THE ALBERTA TEACHERS' ALLIANCE.

Calgary, January 11, 1921.—Calgary Albertan.

LETHBRIDGE.

Lethbridge, January 24th, 1921.

John W. Barnett, Esq.,
Secretary-Treasurer A. T. A.,
Edmonton.

At the regular meeting of the Lethbridge Teachers' Alliance held January 19th, a vote of fullest confidence in the Executive of the Alberta Teachers' Alliance was unanimously passed.

Sincerely yours,
JEAN S. JACKSON, Secretary,
Lethbridge Teachers' Alliance.

VEGREVILLE.

Vegreville, Jan. 25th, 1921.

To the General Executive of the A. T. A.:

We, the members of the Vegreville Branch of the A. T. A., wish to express our confidence in the leaders of the Alberta Teachers' Alliance; and thereby do not agree with the statements made by the Minister of Education in his recent attack on the leaders of our Alliance; these statements having been contradicted by our General Secretary.

HARRY C. CLARK, President,
MARY STANTON, Secretary.
Vegreville Branch on the A. T. A.

CROWFOOT.

Crowfoot, Alta., Jan. 4th, 1921.

J. W. Barnett, Edmonton.

Dear Sir:—

You will find enclosed the sum of five dollars to cover my A.T.A. fees and subscription to your valuable magazine.

I find the magazine very valuable in the way of keeping me informed of the proceedings in teachers' circles. To read the addresses and articles written by successful teachers and officers of the A.T.A. is in itself an inspiration to do better work. This applies particularly to the rural teacher who is far from any other teacher and lacks encouragement other than that of his own will. My advice to any teacher who is discouraged would be this: "When down in the mouth read the A.T.A. and you'll come out all right."

I wish the Alliance every success this new year and many more to follow.

Believe me,

Your sincere friend,

CLARA J. GILLESPIE.

OYEN.

Edmonton—At the meeting of the local High School Teachers' Alliance, held here on Saturday evening, strong resentment was expressed by the body of teachers at the attack on the provincial Alliance officials made by the Minister of Education before the convention of inspectors and normal school teachers on Friday. The Minister in defending his policies is alleged to have made a slashing attack on the personal character of three or four Alliance officials, accusing them of practicing misrepresentation and carrying on a campaign "knowingly unfair." The Minister is also said to have accused the provincial officials of being radical agitators seeking to put through dangerous policies apparently without the approval of the body of teachers of the province.

The Alliance claim this is impossible, as all policies put into effect by the provincial executive have to be approved by the body of teachers.

The Edmonton High School Local on Saturday evening passed a resolution indignantly resenting what they termed a scurrilous attack on the provincial Alliance officials, and affirming confidence in and responsibility for the policies left in the hands of these officials.

The Oyen Local of the Teachers' Alliance, at a recent meeting, approved the above report sent out by the Edmonton High School Local and expressed their confidence in the chosen representatives of the Alberta Teachers. At the convention, about 90 per cent. of the teachers present were Alliance members, and every confidence was felt in the officials—Oyen News, Jan. 19th.

VERMILION.

The Local Teachers' Alliance of the Vermilion District at a meeting held on Friday afternoon, December 28th, after considerable discussion, passed unanimously the following resolution:

"Resolved that The Teachers' Alliance of the District are in full sympathy with the work accomplish-

ed by the General Alliance, and approve of the attitude of the officials of the Alliance in regard to the stand they have taken to combat the false accusations that have been aimed at the Alberta Teachers' Alliance."

(Signed) A. W. PRIME, President,
E. L. HAY, Secretary.

Vermilion, Alberta, Dec. 28th, 1920.

MAGRATH.

Magrath, Alberta, Jan. 28th, 1921.

J. W. Barnett,

General Secretary of the A.T.A.

Dear Sir:

Because of the seeming misunderstanding which exists between the Minister of Education and the officials of the A. T. A., we, the members of the Magrath Local, take this opportunity to express our attitude in this regard.

We endorse the action of our officials because their work, although entailing the sacrifice of their own personal advancement, has been a benefit to the teaching profession as a whole.

In all vital points of A. T. A. business their will has not been forced upon us: rather our will has been carried out by them. The A. T. A. is a young organization, and subject to criticism from all sides through lack of understanding of its policies. But the Alliance idea is just, being founded upon the principle of fair play to the teacher and to all concerned.

Therefore, we, the members of the Magrath Local, are unanimously determined to stand by our Alliance and its officials to the end that justice may be done.

Yours very truly,

MISS CAROLYN TURNER,
Secretary Magrath Local.

CARDSTON.

Cardston, Alta., February 2nd, 1921.

Mr. J. W. Barnett, Edmonton,

Dear Sir:

We are enclosing a copy of the letter which the Cardston Local Alliance has forwarded to the Minister of Education. We think it makes quite plain our confidence in our Central Executive Officers, and our resentment of his attitude towards them.

Yours truly,

CARDSTON LOCAL A. T. A.,

Mae M. Hall,

Corresponding Secretary.

Cardston, January 29th, 1921.

* * *

The Honourable Geo. P. Smith, Edmonton,

Dear Sir:

We, the members of the Cardston District Local of the Alberta Teachers' Alliance, after discussing in our regular meeting of January 29th, the points that brought about the controversy between the Department of Education and the A. T. A., wish to acquaint you with our views concerning this matter.

In the first place, we should like to say that the truth has dawned upon us. We have been misled—

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not by the officers of the A. T. A. however, but by yourself. You have certainly led us to believe at our School Teachers' Conventions and Summer Schools, that you were in sympathy with movements that would tend to better the teacher's condition; such movements especially that would keep teachers in the profession and make them feel that they could enter teaching as a life's work. That idea has been shattered. We have read your speech to the U. F. A. Convention and other communications; and if correctly reported, we find that you ridicule cumulative sick pay; you declare against a \$1,200 minimum; and refuse to let us alter the security of tenure clause by one desirable word. You appear to us therefore, not as one who is willing to co-operate with us and help us, but rather as one who stands in the way of the very things you would have us believe you desired.

We do not think that your statements to the farmers were made because you sincerely believe them but because the farmers control the vote. Neither do we think that you were so much concerned about the views that the trustees will express at the convention in Calgary on February 2nd and 3rd, as you were to get votes, when you sent each board a pressing invitation to send delegates. Did you ever ask the teachers' organization for its opinion, or has it been obliged to face its views upon you? We do not think there should be any discrimination between the parties concerned.

In regard to your attack upon our leading officials we wish to state that our confidence in them remains unshaken. These men have always acted fairly and openly with us. They have not led us blindly. We shall certainly continue to support them.

We realize that it is a detriment to education to have any disagreement arise between the teachers and the public or the Department. We feel that if you had exerted yourself to get the public converted to our ideals—which we believe are just and fair—as you have to set it against us, all would have been well. When the teachers claim and insist that they are not getting justice, it is not going to solve the problem to heap condemnation upon their heads from the public platform.

We sincerely trust that the past and present grievances may be forgotten; that the "Old order changeth yielding place to new" idea may be worked into the administration of educational affairs in Alberta; and that as a result, teachers will be contented, efficient and plentiful.

Yours very respectfully,

GOLDEN L. WOOLF, President,
D. O. WIGHT, Vice-President,
UNDINE McCUNE, Sec.-Treas.

CONSORT.

Editor, The Bulletin:

Sir:

We, the Executive of the Consort A. T. A. do hereby express our surprise and regret that the Education Department or any member thereof should disrespectfully treat or wrongfully accuse any member or members of the Executive of the A. T. A. of being irresponsible radicals, acting, not in accordance with the wishes of, and unknown to, its members.

We feel it our duty to declare publicly that we were kept informed of the action of the Executive; that the action meets our approval; that we strongly protest against the uncalled for, unjust attacks made by the Education Department upon the aforesaid Executive;

that we fully appreciate the unselfish, upright, open and worthy efforts of this Executive, and especially of its Secretary and President, on our behalf; that we feel, that if it is politically sound, to misrepresent our Executive, that the organization may be weakened, it is morally wrong; that the Executive has satisfactorily and efficiently represented its members and that any insult offered to it can not possibly be other than an insult to the teachers of the A. T. A.

Signed on behalf of the Executive of the Consort A. T. A.,

WELLESLEY FRAZER, President.

E. W. TEETZEL, Secretary-Treasurer.

—Edmonton Bulletin.

OLDS.

Olds, January 29th, 1921.

Mr. J. W. Barnett,
10701 University Avenue,
Edmonton,

Dear Mr. Barnett;—

At a special meeting of the Olds Local Alliance today I was instructed to tell you that the Olds Alliance has great confidence in the Executive of the General Alliance, and that it is prepared to back every move they see fit to make.

Yours sincerely,

MISS I. G. MacRAE,

Secretary-Treasurer, Olds Local.

REDCLIFFE.

Redcliffe, January 26th, 1921.

J. W. Barnett,
General Secretary of the A. T. A.,
Edmonton,

Dear Barnett;—

Acting upon the unanimous request of the Redcliff Local, I wish to convey to you and the other members of our Provincial Executive some intimation of the genuine resentment we feel towards those influences at work having as their evident purpose the destruction of our teachers' organization, and to express to you and the Executive our full confidence, and our loyalty to the aims of the Alliance.

We shall use what influence we possess to see that the organization is strengthened, rather than weakened, as a result of the unfair attacks being directed against it. I may further say that letters were sent to Edmonton, Calgary, and Lethbridge papers, but none, so far as I know, has appeared in print. Our resolution is as follows:

"In view of the regrettable dispute between the Minister of Education and the leaders of the A. T. A., we, the members of the Redcliff Local, wish to pledge publicly our unwavering confidence in the integrity of our elected representatives, and to commend their consistent fidelity to the tasks imposed upon them by the teaching body of the Province.

REDCLIFF TEACHERS' ALLIANCE,

Per H. O. Klinck, Secretary."

We learned that the "Hat" resolution had not been printed. Apparently ours too, along with many others has found its way to the W.P.B., although we offered to pay for the insertion.

Sincerely,

H. O. KLINCK, Secretary.

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CONFERENCE TO AGREE ON
FORM OF CONTRACTMinister Education Calls Meeting
Between Trustees and Alliance.

An effort to settle by mutual agreement the difficulties between trustees and school teachers of the province is being made. The Minister of Education, is sending out a call to interested parties for a conference to attempt a satisfactory revision of the present contract form, this meeting to be held in Edmonton on Saturday, March 5th.

The Minister has asked the Teachers' Alliance to name four representatives to meet with an equal number of trustees nominated by the executive of the Trustees' Association, to meet in Edmonton on the date mentioned, the conference to be presided over by John T. Ross, Deputy Minister of Education.

The Teachers' Alliance has named the following four representatives:—H. C. Newlands of Edmonton, Chas. E. Peasley, Medicine Hat, T. E. A. Stanley, Calgary and J. W. Barnett, Edmonton. The Trustee Association has selected Wm. Rae, Edmonton, T. O. King, of Raymond, H. C. Wingate, Cayley and R. H. MacDonald of Trochu.

It is expected that the proposed conference will remove all causes of friction insofar as the teachers' contract is concerned in the province.

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MEDICINE HAT

Editor The Journal:

Sir,—By unanimous vote of the Medicine Hat local of the Alberta Teachers' Alliance, the secretary was instructed to forward the following letter to you with the request that it be published in a conspicuous place in your valuable paper.

Yours,

A. J. CURRIE,

Medicine Hat, Alta.

Sec.-Treas.

The Honorable the Minister of Education:

"We, the members of the Medicine Hat local of the Alberta Teachers' Alliance, are hereby compelled by motives of self-respect, to take exception to recent reported utterances of yourself which reflect alike upon the intelligence and judgment of the teachers of Alberta. Since these officials are our elected representatives, we take it that any derogatory remarks aimed at them are intended as much for us. We wish, therefore, to affirm our unqualified confidence in our officials, our only criticism of them being that they have been too long-suffering with a department that has not appeared over-anxious to promote the best interests of the teaching profession.

"To the statement that our officials are 'a handful of radicals,' we take positive exception. In this enlightened twentieth century, the privilege of pressing for what they believe to be right is surely guaranteed to Canadian teachers. If in doing this for us, our executive is branded as a 'handful of radicals,' we leave it to thinking men and women to say whether the use of the term is warranted or not.

"Again, you describe our suggested form of model agreement as a 'perfectly monstrous and indefensible document.' Honorable Sir, the agreement which your department has sent out would force a teacher, wrongfully dismissed, to depend for protection upon a ratepayer, totally disinterested in her welfare; or else, perchance, upon a relative, distant in Ontario or Nova Scotia. Is such a document in keeping with your oft-repeated declaration that you have the best interests of the teacher at heart?

"Again, Sir, we would point out that the officials of our Alliance withheld our model agreement form, in order to co-operate with the department, who, contrary to promise, finally sent out a draft of an agreement totally unsatisfactory to the teachers, without consulting our representatives. Honorable Sir, we regret the attitude you have assumed towards the organized teachers of Alberta, and beg to state that it is doing lasting harm to the cause of education in this province."

CROW'S NEST LOCAL

Resolved, That we, the Crow's Nest Local of the A. T. A. uphold to the limit the action of the General Executive of the A. T. A. in the recent controversy between the Minister of Education and that body; and furthermore, that the protest made by the Edmonton Local be fully endorsed by this Local.

(Sgd.) D. M. J. CONWAY, President.

(Sgd.) C. V. ASSELSTINE, Sec.-Treas.

Mr. J. W. Barnett.

Dear Sir,—The above resolution was passed unanimously at a regular meeting of the Crow's Nest Local of the A. T. A., held in Coleman Jan. 29th, 1921.

C. V. ASSELSTINE,

Secretary-Treasurer

Crow's Nest Local A.T.A.

MERE GOSSIP

A large eagle was recently captured near Medicine Hat. It preyed upon the cats owned by a homesteader who finally in desperation at the death of his pets set a trap and caught the eagle alive. It was exhibited in the windows of the Ratcliff Agency, and guesses as to its weight ranged all the way from five pounds to one hundred (the latter guesses from children). Its weight was exactly eighty pounds twelve ounces, and from tip to tip its wings measured eight feet. Mr. D. E. Cameron of the Department of Extension while in town in his capacity of judge in the Debating Contest was attracted by the sorry plight of the regal bird. He bought it and shipped it to Edmonton, where it will form the nucleus of the University zoo.

The cigars are being handed out by J. A. McLennan, whose son arrived on Sunday January 23rd. Mrs. McLennan was formerly Glyde McLaren of Connaught School staff, and Mr. McLennan is Science Specialist in Alexandra High School, Medicine Hat.

Recent additions to Medicine Hat's teaching staff are the Misses Stenhouse, Rogers, Hoskyn, McIsaac, Ingraham, Holmes, McConkey, Tinney, and Hamilton; Mrs. Nunnally and Mr. Lindsay.

Miss Teeple reports Crystal City, Man., a delightful place for both work and play.

Of over fifty candidates for Esquimalt Naval College examinations only fifteen were accepted. Dan McDonald of Medicine Hat High School was one of the successful candidates in competition with candidates from coast to coast. His success is noteworthy in view of the fact that no special deviation from the Alberta curriculum was permitted by the Hat teachers. Dan is a son of Dr. W. H. McDonald.

Recent resignations from the Medicine Hat staff include Miss Barnes who has gone to Glenalmond, Sask., Miss Maud Philp who is enjoying a visit at her home in New Glasgow N.S., Miss Helen White whose marriage to Mr. E. Kerr took place early in January (the couple being now residents of Winbourne Alta), and Miss Hilton, who is soon to join the matrimonial ranks.

There are less than sixty teachers in the public school grades of Medicine Hat. Nearly *twenty* of these resigned last June, and an equal number of changes occurred in December. No resignations from the High School staff have occurred for over a year.

Miss Elsie Bell spent an interesting summer in England. Her description of the battlefields of France is most interesting.

Mr. G. C. Paterson resigned from the Principalship of Montreal St. School, Medicine Hat, in June and is

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